

## DOCUMENT RESUME

ED 439 232

CE 079 824

AUTHOR Kucker, Marsha, Comp.  
TITLE Tech Prep. South Dakota Career Activities for the Classroom, 4th Edition, 1998-1999.  
SPONS AGENCY South Dakota State Dept. of Education, Pierre. Div. of Workforce and Career Preparation.  
PUB DATE 1998-00-00  
NOTE 217p.  
AVAILABLE FROM Technical Education Resource Center, Mercedes MacKay Building/State Library, 800 Governors Drive, Pierre, SD 57501-2294. Tel: 605-773-7030, e-mail: sharon.sumner@state.sd.us; Web site: [http://www.state.sd.us/state/executive/deca/workforce/tech ed.htm](http://www.state.sd.us/state/executive/deca/workforce/tech%20ed.htm).  
PUB TYPE Guides - Classroom - Teacher (052)  
EDRS PRICE MF01/PC09 Plus Postage.  
DESCRIPTORS Apprenticeships; \*Career Education; Curriculum Development; Elementary Secondary Education; \*Employment Potential; \*Entrepreneurship; Instructional Materials; Integrated Curriculum; Learning Activities; \*Parent Participation; Portfolio Assessment; Portfolios (Background Materials); Student Projects; \*Teacher Participation; \*Tech Prep  
IDENTIFIERS Job Shadowing; South Dakota

## ABSTRACT

This document presents a sampling of projects and activities that have been implemented in Tech Prep training in South Dakota, or will be implemented during the upcoming school year. The projects and activities are categorized into 12 areas: career clusters; career units and activities; curriculum materials; employability skills; entrepreneurship; faculty involvement; integrated learning projects; internships; job shadowing; parental involvement; portfolios; and standards based curriculum. Each project or activity uses the following syllabus format: title; school/district; contact person; subject/program area(s); grade(s); project goal; project objectives; career readiness/employability skills; project duration; required materials and resources; instructional activities; assessment; and necessary handouts, worksheets, or other materials. Project and activity titles include Career Pathways; Increasing Your Options; Stock Market Game; Pursuing Your Dreams: Career Planning; Businessperson Interview and Biography; Baseball in Our Culture; World of Work: Internships; Parents as Partners in Career Education; and Portfolios in the Classroom. Other contents include career cluster charts and National Career Development Guidelines. (YLB)

# Prep Tech

## South Dakota Career Activities for the Classroom

1998-99

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## INTRODUCTION

This document is the fourth edition of a sampling of projects and activities that have been or will be implemented in South Dakota during the upcoming school year. The activities and projects listed were submitted by educators who participated in Tech Prep training sessions and contain information on career education in such areas as parental involvement, curriculum materials, integrated projects, and assessment tools and methods.

We encourage you to use this publication as you implement Tech Prep in your district. You may wish to write or telephone contact persons for more information. You may also contact the State Staff or Tech Prep Coordinators listed for technical assistance and resource information.

We are continuing to collect examples of successful classroom projects and activities. If you have a project to share, please complete the forms on the following page and return to:

Marsha Kucker, State Coordinator  
Tech Prep/Career Guidance Initiatives  
Technical Education Resource Center  
Mercedes MacKay Building/State Library  
800 Governors Drive  
Pierre SD 57501-2294  
(605) 773-7006

A special thank you to the educators who shared their ideas for this edition.

**Patrick Keating, Director, Division of Workforce and Career Preparation**



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Rapid City SD 57701  
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800-544-8765  
Fax - (605) 394-1789



**TECH PREP  
CURRICULUM DEVELOPMENT ACTIVITIES  
1999-2000**

**TITLE:**

**SCHOOL/DISTRICT:**

**CONTACT PERSON:**

**SUBJECT/PROGRAM AREA(S):**

**GRADE(S):**

**PROJECT GOAL:**

**PROJECT OBJECTIVES:**

**DESCRIPTION:**

**PROJECT DURATION:**

**INSTRUCTIONAL ACTIVITIES:**

**ASSESSMENT:**

**MATERIALS AND RESOURCES:**

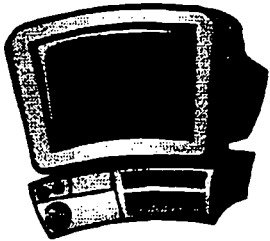
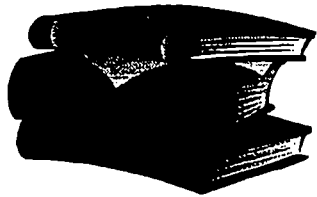
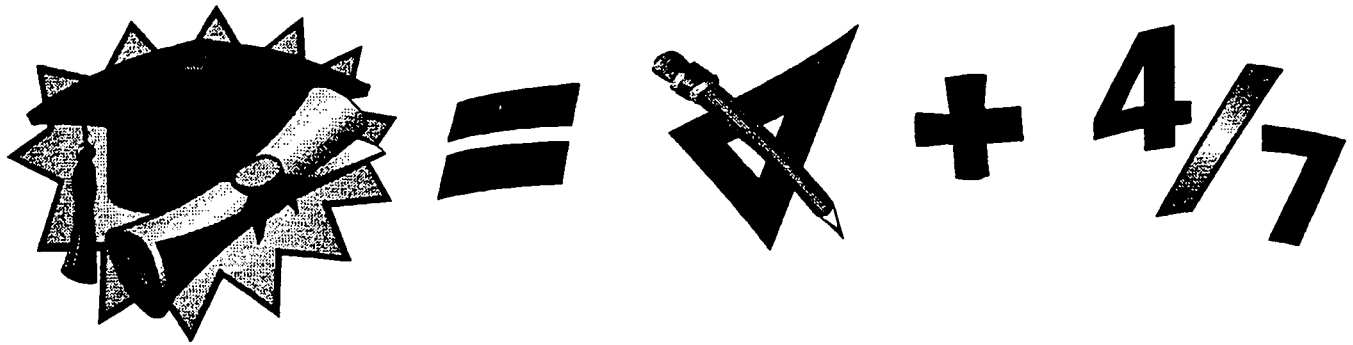
**COMMENTS:**

Please send completed form to:

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Pierre SD 57501

Attach additional pages as needed.





**Aa**

# Career Clusters



## **CAREER DAY – 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE FIELD DAY**

**SCHOOL/DISTRICT:** Wessington Springs School District

**CONTACT PERSON:** Peg Fagerhaug  
Charlotte Mohling

**SUBJECT/PROGRAM AREA(S):** Middle School Career Day

**GRADE(S):** 7<sup>th</sup> – 8<sup>th</sup> grade

### **PROJECT GOAL:**

Students will develop an understanding about jobs and professions that are available in out area that fit in all the career cluster areas.

**PROJECT OBJECTIVES:** Students will learn about occupations in our community.

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

Resources	Interpersonal	Information
Systems		

**PROJECT DURATION:** One day

### **MATERIALS AND RESOURCES:**

1. Interest Inventory
2. Wessington Springs Directory of Businesses
3. Classrooms set up for presentations
4. Community people with jobs related to the six career clusters (3-5 presenters)
5. Classroom teachers/Guidance Counselor
6. Letter to, guidelines and schedules for presenters
7. Posters of career clusters, lists and times of presenters posted on classroom doors
8. Evaluation forms for students, presenters and teachers

## **INSTRUCTIONAL ACTIVITIES:**

Seventh and Eighth grade students will be introduced to the career clusters through an interest inventory. Career day will give the students an opportunity to become aware of the occupations available in our community and surrounding area in a career cluster area they have an interest in. This may help middle school students set their educational goals for high school and their future goals in the work world.

## **ASSESSMENT:**

1. Student evaluation of the presenters and the career day
2. Teacher evaluation of the day
3. Input and critique by community presenters

## **6<sup>TH</sup> GRADE CAREER UNIT**

**SCHOOL/DISTRICT:** Beresford School District

**CONTACT PERSON:** Pam McGill, Elementary Counselor

**SUBJECT/PROGRAM AREA(S):** Elementary Guidance

**GRADE(S):** 6<sup>th</sup> grade

### **PROJECT GOAL:**

Students will explore careers through the use of technology, classroom presentations and activities, ending with a day of shadowing careers in the community.

**PROJECT OBJECTIVES:** To give students:

1. a well-rounded taste of the world of work
2. exposure to the six SD career clusters and to have a real life exposure to the world of work

### **DESCRIPTION:**

Students will spend 7 class periods (40 minutes each) in various career activities developed by the guidance counselor and aided by the classroom English teacher.

### **MATERIALS AND RESOURCES:**

SD Curriculum Guidance book  
Career Bingo II from the Marco catalogue  
SD Careerways

## INSTRUCTIONAL ACTIVITIES:

### 1<sup>ST</sup> SESSION

- 1) Overview of career unit
- 2) Hand out letters to be sent out to parents explaining the shadowing day (students shadow their parents or family friend)
- 3) Do PowerPoint presentation of career clusters and discuss
- 4) Give students interest inventories (found in SD Curriculum book)

### 2<sup>ND</sup> SESSION

- 1) Make career folders out 11x18 white construction paper – decorate for future papers and interest inventories
- 2) Go over inventories from last class and discuss
- 3) Put up posters of the 6 career clusters around room and refer to them often in classroom discussions, (I developed these from my PowerPoint presentation)
- 4) Get students in small groups and have them think of as many careers that they can think of for each career cluster
- 5) Talk about shadowing day and give students permission slips to give to their parents' employers

### 3<sup>RD</sup> SESSION

- 1) Explain about hobbies and how they can influence our choice of jobs
- 2) Have kids get into small groups for an activity where they are given the directive to think of a business they would like to start in Beresford where they create job descriptions that come from the 6 career clusters. Provide paper and have student use art supplies for this activity.

### 4<sup>TH</sup> SESSION

Have students bring hobbies that we talked about in previous session and present one at a time to class. Talk about what hobbies teach us and what future careers they might turn into (again refer to the 6 career cluster posters). This activity might take more than one session depending on class size and interests.

### 5<sup>TH</sup> SESSION

Play career bingo or other career game. Remind kids that they need to get sheets in for shadowing day.

## 6<sup>TH</sup> SESSION

Go over what is expected on shadowing day. Students must keep a journal of their day and ask their shadowing mentor certain prepared questions about their jobs. Give each student a SD Careerways and go over information.

**ASSESSMENT:**     7<sup>TH</sup> SESSION – Students must give an oral report of their day and prepare a narrative account of their day as part of an English writing assignment.

## **CAREER PATHWAYS**

**SCHOOL/DISTRICT:** Sioux Falls School District

**CONTACT PERSON:** Doug Hoisington

**SUBJECT/PROGRAM AREA(S):** Courses that articulate to the four  
South Dakota Technical Institutes

**GRADE(S):** 9<sup>th</sup> – 12<sup>th</sup> grade

### **PROJECT GOAL:**

Students will learn how the articulation process can save them both time and money as they plan their post high school education.

### **PROJECT OBJECTIVES:**

1. Students at the 11<sup>th</sup> and 12<sup>th</sup> grade level may earn credit to allow them to advance toward a post high diploma, associate of applied arts/science degree, or certification while attending high school.
2. Students must have a minimum of a "B" average (3.0) in the high school course(s) in order to receive credit.
3. Tuition is not charged for articulated credit, but students will pay a \$5 per credit-hour transcript fee for credits earned.
4. Articulated course(s) will be honored by all state-supported technical institutes in South Dakota for course(s) that have common numbers and titles and reflect the transferability of credit between these agencies.

### **DESCRIPTION:**

Students will use basic and advanced reading, writing, mathematical operations, listening and speaking skills. They will also have to make decisions, problem solve, and use reasoning skills. They must effectively manage their time.

## **MATERIALS AND RESOURCES:**

The Course Description Booklet includes the courses that articulate. Teachers and school counselors are good resources to use to help the student understand the career pathway concept.

## **INSTRUCTIONAL ACTIVITIES:**

1. Program Schedule Sheets have been created and identify courses that articulate, courses that do not articulate, and a listing of the total courses for all the programs at Southeast Technical Institute. A sample Program Schedule Sheet for one of these programs (Accounting) is attached.
2. Training will be provided for high school staff to enhance their ability to market the career pathways program and answer questions for students and parents.
3. Additional articulation agreements and pathways will be written to enhance students' transition to post-secondary education.
4. Student enrollment for articulated and pathway courses will be monitored.
5. "AR" will be placed on student report cards and transcripts in the Sioux Falls School District and Southeast Technical Institute records to provide a method for admission counselors to easily recognize courses.

## **ASSESSMENT:**

Student enrollment for articulated and pathway courses will be monitored.



ACCOUNTING – Associate of Applied Science Degree  
Southeast Technical Institute Program Schedule Sheet – 1999-2000

Name: \_\_\_\_\_ High School \_\_\_\_\_ Counselor \_\_\_\_\_

**HS Courses that Articulate to Southeast Technical Institute:**

- ☐ Marketing Education I and II and III and IV (BUS 101-Business/Intro – 3 credits)
  - ☐ Accounting I and II (ACCT 210 – Principles of Accounting I – 4 credits)
  - ☐ Personal Computing II and Multimedia I (CIS 105 – Microcomputer Software Applications – 3 credits)
  - ☐ Geometry or Geometry C & D and Algebra II (MATH 101 – Intermediate Algebra – 4 credits)
- Students must earn a B or better in the courses above to earn STI credit
  - The following STI general education courses do not articulate. Students must meet CLEP, dual credit or advanced standing by examination (testing out) requirements to receive credit in these courses: ENGL 101 Composition; ENGL 201 Technical Writing; MATH 102 College Algebra; MATH 120 Trigonometry; SOC 150 Social Problems; SOC 250 Marriage in the Family; SPCM 101 Fundamentals of Speech; PSYC 101 General Psychology.

**Recommended High School Courses that do not articulate to STI Accounting program:**

- |   |  |
|---|--|
| <input type="checkbox"/> Keyboard/Formatting (BE06)                   | <input type="checkbox"/> Business Ventures I (TE03)      |
| <input type="checkbox"/> Advanced Keyboarding/Formatting (BE07)       | <input type="checkbox"/> Business Ventures II (TE04)     |
| <input type="checkbox"/> Business Management/Applied Economics (BE08) | <input type="checkbox"/> Technical Communications (LA46) |
| <input type="checkbox"/> Consumer Business Law (BE10)                 | <input type="checkbox"/> Career pathways (EL02)          |
| <input type="checkbox"/> Financial Management (BE11)                  | <input type="checkbox"/> Psychology I (SS22)             |

<u>Semester</u>	<u>Course Title</u>	<u>Credits</u>
<b>First</b>		
BUS 101	Intro to Business	3
ACCT 210	Principles of Accounting I	4
ENGL 101	Composition (Prerequisite Placement Assessment)	3
CIS 105	Microcomputer Software Applications	3
MATH 101	Intermediate Algebra (Prerequisite Placement Assessment)	4
<b>Second</b>		
BUS 140	Business Law	3
ACCT 211	Principles of Accounting II (Prerequisite ACCT 210)	4
ECON 201	Principles of Economics	3
CIS 125	Microcomputer Applications (Prerequisite CIS 105)	3
ENGL 201	Technical Writing (Prerequisite ENGL 101)	3
<b>Third</b>		
COMM 208	Job Seeking Skills: Interviewing	1
ACCT 214	Cost Accounting I (Prerequisite ACCT 211)	4
ACCT 212	Intermediate Accounting I (Prerequisite ACCT 211)	4
ACCT 218	Tax Accounting (Prerequisite ACCT 210)	4
BUS 222	Financial Management (Prerequisite ACCT 211)	3
<b>Fourth</b>		
ACCT 215	Cost Accounting II (Prerequisite ACCT 214)	4
PSYC 101	General psychology	3
ACCT 213	Intermediate Accounting II (Prerequisite ACCT 214)	4
ACCT 217	Computerized Accounting	3
ACCT 233	Auditing Principles (Prerequisite ACCT 212)	4
<b>Total</b>		<b>67</b>

**Program courses and requirements are subject to change.**

## WHERE IN THE WORLD OF WORK ARE YOU HEADED?

**SCHOOL/DISTRICT:** Aberdeen School District

**CONTACT PERSON:** Barb Cutler

**SUBJECT/PROGRAM AREA(S):** Career Awareness Activities

**GRADE(S):** 5<sup>th</sup> - 6<sup>th</sup> grade

### PROJECT GOAL:

To acquaint the students with the world of work and to initiate knowledge and interest in exploring the many facets of work

### PROJECT OBJECTIVES:

1. To introduce the six career clusters
2. To explore what types of jobs are included in each of the clusters
3. To familiarize the students with various job settings representing the six clusters

### DESCRIPTION:

This career awareness program will be implemented in the regular classroom by the school counselor. It will involve nine to twelve classroom sessions of forty minutes to one hour for fifth grade, and one to two hours for sixth grade. These sessions will be conducted throughout the school year. Support and involvement of the classroom teacher is encouraged.

### MATERIALS AND RESOURCES:

*ACK! American Careers for Kids* magazine  
*ACKtivity* book  
Internet research  
*The Young People's Occupational Outlook Handbook*  
Resource people

## **INSTRUCTIONAL ACTIVITIES:**

At the fifth grade level, the *ACK! (American Careers for Kids)* magazine and *ACKtivity* book will be used to introduce and explore the six career clusters. Special focus will be on the various types of jobs in each cluster, and the type of job/cluster in which the student's parent(s) is involved.

The approach of the sixth grade program will be visitation to six workplaces, one representing each of the six career clusters. The students will study and review each cluster before taking a class tour of the business. Activities may involve research, interviews, reports, and various writing assignments. Some of the possible visitations may be to a hospital, a restaurant, a sign-making business, a grocery or discount store, the court house, the newspaper office, a manufacturing company, a printing company, a recording studio, a construction site, etc. There will be question/guide sheets for each visit, and students will write thank you's to the businesses involved.

## **ASSESSMENT:**

A pre-test and post-test will be used to determine if the students gain information and insight regarding the world of work and the six career clusters.

## **COMMENTS:**

This program is an exciting and challenging opportunity to help our 5<sup>th</sup> and 6<sup>th</sup> grade students explore the world of work and broaden their sense of options and potential in career opportunities. Hopefully, the opportunity to get a broad overview of the career clusters and diversified career opportunities, and then to visit some job sites first hand will spark a personal interest. One of the things that should be emphasized in this exploration is the connection between school and work; how success in developing academic skills, social skills, discipline, good work habits, appropriate course selections, etc., is related to the career options which will be available to them. Another goal in implementing this program is collaboration with the classroom teacher and integration into other areas of study whenever possible. This will help reinforce the School-To-Work connection. Other classroom guidance topics that directly relate to School-To-Work skill development, such as goal setting, problem-solving, communication skills, conflict resolution, and teamwork will be stressed in classroom guidance at all elementary levels.

# Career Units and Activities



## **ADOPT-A-CLASS SMALL TOWN STYLE**

**SCHOOL/DISTRICT:** Wilmot School

**CONTACT PERSON:** Kristin Heggem

**SUBJECT/PROGRAM AREA(S):** Career Exploration  
Career Clusters  
Employer and Community Partnership

**GRADE(S):** Elementary

### **PROJECT GOAL:**

Students and business will get together to learn about each other. Business leaders will discuss the necessary school skills they look for when they employ a person. Student will be presented with a realistic picture of the business world.

### **PROJECT OBJECTIVES:**

Students will be able to process the skills they are learning with skills they will need for the "World of Work".

Encourage and promote business and community leaders to understand the educational system

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

Information                      Interpersonal                      Resources

### **CAREER CLUSTERS:**

Business Operations                      Social Services                      Technical  
Arts

**PROJECT DURATION:** One school year

**MATERIALS AND RESOURCES:**

World of Work Map  
Local Business  
Guidance sessions  
Thank you notes  
Material for Christmas and Valentine cards

**INSTRUCTIONAL ACTIVITIES:**

1. Students were asked to brainstorm questions about the business that adopted them.
2. Students mailed questions to their business sponsor.
3. Students discussed what it would be like to work for that business.
4. Students made Christmas cards and Valentine cards for the business to display.
5. The business came to the school and talked to students about their areas of expertise.
6. Students sent thank you notes.
7. Tours of the adopted business were arranged.
8. School skills needed to succeed in the World of Work were stressed during the school year.
9. Various career clusters activities were included.
10. Students involved in SLAM (Students Learn About Money) received coloring book from the bank.

**ASSESSMENT:**

Students were given a verbal quiz and discussions were held during their guidance class during the school year.

**COMMENTS:** The Wilmot State Bank will adopt the third grade class each year in conjunction with the Adopt-A-Class program. The bank started the SLAM program (Students Learn About Money). The bank started a seed account for every student and will add to their account each year. The bank is encouraging students to save money for post-secondary education. The Post Office was an excellent resource. Students received beautiful books and a coloring book about saving stamps. The artist who sponsored a class is planning on doing an art project with the students. All sponsors were very giving of their time to students.

Adopt-A-Class small town style, from my experience has been an excellent project for both students and the community. Do not let the size of you community stop you from implementing this program. This is the second year we have done this project in Wilmot and we plan on having new sponsors for the third year. Wilmot has a population of around 500.

## **CAREER AWARENESS AT THE ELEMENTARY LEVEL**

**SCHOOL/DISTRICT:** Doland School District

**CONTACT PERSON:** Linda Witt

**SUBJECT/PROGRAM AREA(S):** Career Guidance and Exploration

**GRADE(S):** 3<sup>rd</sup> grade

**PROJECT GOAL:** Students will:

1. expand career choices and
2. start now to plan for his/her future education and career

**PROJECT OBJECTIVES:** Students will:

1. be exposed to a career opportunity in each cluster.
2. recognize the difference between their needs and wants.
3. be aware that big things happen because little things get done.
4. and analyze jobs through interest in working with data, people, things or ideas.

**CAREER READINESS/EMPLOYABILITY SKILLS:**

Interpersonal

Information

**CAREER CLUSTERS:**

Business Contact  
Arts

Business Operations  
Technical

Science  
Social Science

**PROJECT DURATION:** Ten weeks

**MATERIALS AND RESOURCES:** METOO Puppet and activities  
Career Quest SDASFAA  
Career Clusters Color Page  
World of Work Map



### **INSTRUCTIONAL ACTIVITIES:**

1. Puppet activity and discussion
  - Bank and savings
  - Career Quest Workbook
2. Parent letter
3. Prepare interview sheet to acquire information from community members or family.

**ASSESSMENT:** Career Quest workbook  
Career Cluster Color page as summary  
Review Interview results

## **7<sup>TH</sup> GRADE CAREER GUIDANCE**

**SCHOOL/DISTRICT:** Hamlin School District

**CONTACT PERSON:** Carrie Holden

**SUBJECT/PROGRAM AREA(S):** Classroom Guidance      English  
Home Economics

**GRADE(S):** 7<sup>th</sup> grade

### **PROJECT GOAL:**

The goal is to introduce seventh grade students to career exploration through examining personal interests, past work experiences and current academic interests.

### **PROJECT OBJECTIVES:**

1. Introduce students to the career portfolio
2. Begin to tie in student's past work experiences, academic coursework, and extra curricular interests into the career portfolio
3. Have the students take an interest inventory and have them start thinking about career possibilities
4. Have the students pick one job and/or career that interest them the most
5. Introduce the students to advanced academic programs related to their favorite career/job interest

### **CAREER READINESS/EMPLOYMENT SKILLS:**

Developmentally, students at this age are just starting to explore their career possibilities. One of the main objectives of this unit is to let the students explore different possibilities. For most of the students, their expectations aren't very realistic, but they can start to explore different possibilities and begin to learn about the process. Also, they can start to become aware that their past work experience can be translated into real job skills and not just something they did to help others. An example would be a student who works on the farm by using farm machinery. Now would be a good time to point this skill out to the student and have him/her write this down in his/her career portfolio so these skills could be included when the student writes his/her resume during future units.

## **CAREER CLUSTERS:**

This unit gives students a brief overview of all of the Holland career clusters. It also teaches the students how to tie their interests into career decision making.

**PROJECT DURATION:** Three 50-minute class periods

## **INSTRUCTIONAL ACTIVITIES:**

1. During the first session, students received their career portfolios. Instructor explains the purpose of the portfolios and explains that these portfolios will follow the student through graduation. The students are then instructed to start filling out their personal information on the front of the portfolio, and remaining information throughout the portfolio, which would pertain to them at this time. The students are also instructed to use pencil as they will erase and change information as progress through high school. During this stage the instructor needs to walk the students through the portfolio explaining why each section is necessary paying special attention to the work experience section. I've found that student's may not give themselves credit for job experiences that they have had.
2. The second session consists of receiving and completing the Career Explorer Workbook. Most students will be able to complete this on their own. They may have questions about how some of the exercises tie into career exploration. One of the questions in the workbook asks the students to list three people they really admire and why. I've limited this question by letting the student's only list one athlete or movie star and telling them the rest of the people need to be someone they know or have met. I've found that if I don't put this limitation on them a lot of the people they admire end up being media images of people they don't know.
3. At the beginning of the third session you may need to set aside some time to let everyone finish the Career Explorer Workbook. During this session the instructor needs to tie in the Career Explorer Workbook interest areas with job/careers that interest the students. The instructor also needs to explain that some students may have high interests in more than one area and explain what this means. After the students have received the worksheets that pertain to their highest interest areas, they can begin to pick out job/careers that interest them. After they have picked at least one that they want to pursue further, they are instructed to pick up a university catalog or a vo-tech catalog and see if they can find a program that pertains to their job. I've found that most of the student's don't know how to do this so the instructor need to be knowledgeable about the different programs and be able to instruct the students how to find them in the literature.

**PROJECT ASSESSMENT:** See the attached Feedback Form

## 7<sup>TH</sup> GRADE CAREER UNIT FEEDBACK FORM

1. What did you find useful about this career unit?
2. What didn't you like about this career unit?
3. In what area were you most interested?
4. What career/job would you like to continue to explore?

## **INFUSING CAREER READINESS SKILLS**

**SCHOOL/DISTRICT:** Aberdeen School District

**CONTACT PERSON:** Phyllis Donat  
Beth Pond

**SUBJECT/PROGRAM AREA(S):** Family & Consumer Sciences  
Single Survival/Marriage – Parenting classes

**GRADE(S):** 10<sup>th</sup> – 12<sup>th</sup> grade

### **PROJECT GOAL:**

Identify interests, aptitudes, and abilities for individual career choices

**PROJECT OBJECTIVES:** Students will:

1. explore careers.
2. develop skills for seeking employment.

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

Resources

Interpersonal

Information

**MATERIALS AND RESOURCES:** Careerways magazine from South Dakota  
Department of Labor  
Local Job Service and Cendant Corporation  
Community businesses and career people  
Computer/word processing

### **INSTRUCTIONAL ACTIVITIES:**

1. Personal profile to identify interests, values, goals, personality traits, aptitudes and skills.
2. South Dakota interest survey from Careerways magazine
3. Presentation to class on two career options

4. Library research, Internet search, and interviews of individuals in chosen career
5. Personal fact sheet and job application completed by student
6. Resume preparation
7. Job search in career choice from regional newspaper and letter of application to prospective employer
8. "How to Interview for a Job" presentation by Human Resources Director of Cendant Corporation
9. Role play of job interview
10. Interview follow-up letter written by student
11. South Dakota Job Service presentation on retaining a job

**ASSESSMENT:**

Students will:

1. choose an appropriate career.
2. prepare a resume.
3. role-play job interview.
4. evaluate peer interviews.
5. give oral presentation on career choice.

## **I-SEARCH PROJECT**

**SCHOOL/DISTRICT:** Miller School District

**CONTACT PERSON:** Tammy Barnes, STW facilitator  
Barb Kludt, Computer instructor  
Eleanor Iverson, English I instructor

**SUBJECT/PROGRAM AREA(S):** English I  
Computer Science  
Career Exploration

**GRADE(S):** 9<sup>th</sup> grade

**PROJECT GOAL:** Students will:

1. explore career interests by taking interest checklist test on Choices 99
2. limit their interests down to five career choices
3. keep a daily journal showing actual search process and writing as it progresses
4. write an I-Search project – a modified research project using a narrative form of exposition to report findings on a career of personal interest
5. present a PowerPoint presentation

**PROJECT OBJECTIVES:** Students will:

1. be exposed to various careers they did not even know existed.
2. learn about careers in the areas they are interested in.
3. learn journaling skills and the concept of writing directly from the journal.
4. know what subjects they need to take in high school and college to pursue that particular career.
5. learn about colleges or technical institutes they may attend.
6. develop research and word processing skills by researching career interests and writing the I-Search project.
7. develop skills in doing a PowerPoint presentation.



## **CAREER READINESS/EMPLOYABILITY SKILLS:**

Resources

Information

Interpersonal

Technology

## **CAREER CLUSTERS:**

Business Contact  
Technical

Business Operations  
Art

Science

Social Service

**PROJECT DURATION:** Approximately 3 weeks of 50-minute periods

## **MATERIALS AND RESOURCES**

Choices 99  
Internet

South Dakota Occupational Outlook Handbook

## **INSTRUCTIONAL ACTIVITIES:**

Students will:

1. discuss importance of career exploration.
2. discuss computer program of Choices 99 and all its possibilities.
3. discuss Journaling and writing directly from the journal.
4. discuss and I-Search project and its criteria.
5. discuss taking what information was used in the I-Search project and creating a PowerPoint presentation.

## **ASSESSMENT:**

A rubric system for grading will be given to all students for each part of the project.

**9<sup>th</sup> GRADE COMPUTER SCIENCE  
CAREER SEARCH ASSESSMENT  
"I SEARCH PROJECT"**

**MEET DEADLINES**

Rough draft (4-5 double space pages) due Friday (date)	_____ 5 points
Proofread, signed, repaired, reprinted due Wednesday (date)	_____ 5 points
Proofread, signed, repaired, reprinted due Friday (date)	_____ 5 points
Proofread, signed, repaired, reprinted due Tuesday (date)	_____ 5 points

**PROOFREADERS**

English I teacher  
2 other qualified persons

**FOLLOWING DIRECTIONS**

\_\_\_\_\_ 10 points

Paragraph #1, introduction  
Paragraph #2, what I knew before I started  
Paragraph #3, what I want to learn  
Answer #3 question in draft – cite sources in paragraphs

**JOURNAL**

\_\_\_\_\_ 10 points

Journals showing actual search process  
Journals showing writing as it progressed

**TITLE PAGE to include**

\_\_\_\_\_ 5 points

Title of report  
Your name  
Date  
English I, period \_\_\_\_  
Computer Science, period \_\_\_\_  
Attractively placed

**SOURCE PAGE**

\_\_\_\_\_ 5 points

Alphabetical order  
Reverse paragraph form  
Title  
Page number as last page of report

**REPORT**

\_\_\_\_50 points

- Original title
- Your last name and page number on each page
- Spell checked
- Correct manuscript form – left bound
- Four to five double spaced pages, font size same as Times New Roman 12

**COMPUTER SCIENCE ASSESSMENT**  
**"CAREER POWERPOINT"**

**Criteria**

- Slides – minimum of 4
- Pictures – minimum of 2
- Information – 2 topics on each slide

**Grading**

- A – must have all of the above criteria
  - must have sound effects and motions
  - must have attractively organized
  - must have slide transitioning
- B – must have 4 slides
  - must have 2 topics on each slide
  - must be attractively organized
  - must have sound effects and motions
- C – must have 3 slides
  - must have 2 topics on each slide
  - must be attractively organized
- D – must have 3 slides
  - must have 1 topic on each slide
- F – did not do the requirements or be very late on handing in

**Total points**

- A=100-90
- B=89-80
- C=79-70
- D=69-60
- F=59-0

\*each slide is worth 25 for a total of  
100 points

\*5 points taken off for every day late

## **RELATING SCHOOL TO THE WORLD OF WORK**

**SCHOOL/DISTRICT:** Hill City School District

**CONTACT PERSON:** Paula Wilson, Guidance Counselor

**SUBJECT/PROGRAM AREA(S):** Guidance: Career Development

**GRADE(S):** 7<sup>th</sup> grade English  
Career Portfolio Unit

**PROJECT GOAL:** Students will:

1. understand the relationship between school and work.
2. learn to make decisions and to set goals related to their future careers.
3. learn to set realistic, personal, educational, and career goals.
4. learn to combat career stereotypes.

**PROJECT DURATION:** 3 Days

**PROJECT OBJECTIVES:** Students will:

1. come to know the subjects they take in school will help their eventual career (choice and success).
2. learn to evaluate the way in which certain groups (men, women, and minorities) are stereotyped in the work force and be able to describe the pros and cons of choosing nontraditional occupations.
3. recognize how their parents' work influences their career choices in positive and negative ways.
4. begin to become active in their career development and planning process.

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

Foundation skills that are related to the subjects they take in school

Basic Skills  
Thinking Skills  
Personal Qualities

Five competencies are learned via the Discover Program when the students research various careers and their individual characteristics.

These include:

Resources  
Information  
Interpersonal  
Systems  
Technology

### **MATERIALS AND RESOURCES:**

1. South Dakota Guidance and counseling Curriculum 1-5 *Myself – My Future*: “My Favorite Subjects” and “Subject Areas Related to Careers” worksheets.
2. Student/Parent Prestige Rank Questionnaire (based upon NORC Prestige Scores).
3. Discover Career Program (must be installed on school network, accessible to all students in a Computer Lab).

### **INSTRUCTIONAL ACTIVITIES:**

Three full English class periods will be utilized for this lesson. One class period will be used to introduce how their subjects are related to their careers, and the concept of career stereotyping. The other two class periods will be held in the computer lab to introduce the Discover Program and show students how to research careers of their choice. (Time Line attached)

### **ASSESSMENT:**

Outcomes are initially judged based upon individual student work completed on the handouts (“My Favorite Subjects,” “Subject Areas Related To Careers,” and “Prestige Rank Questionnaire” – for students and parents). Students’ knowledge acquired will also be assessed by their English Portfolios that are handed in upon completion of the project. Student and parent feedback will additionally be elicited at conference time and from the middle school teachers (i.e. comments from students and use of the Discover Program outside of their scheduled class time).

## RELATING SCHOOL TO THE WORLD OF WORK

### Timeline

#### Day One

1. Explain to the class that the classes they take in school may eventually lead to a career choice.
2. Hand out "My Favorite Subjects" sheet, have them rank from 1-10 the subjects they like the best.
3. Hand out "Subject Areas Related to Careers" sheet. Ask them to scan the career suggestions under the top two subjects that they rank.
4. Students are then asked to choose two careers that they plan to research for their "English Lifestyle Portfolio's".
5. Hand out "Prestige Rank Questionnaire." Break students into groups of 4 or 5. Have students elect a recorder and spokesperson. Ask group members to rank order the list of occupations with one being the most favorable. They are asked to determine whether their two top ranked professions are typically held by males or females and why they feel that way. They are lastly asked to determine what subjects they believe this profession would utilize.
6. Individual group spokespersons are asked to share their two top professions, the corresponding career stereotypes, and subjects believed to be used by these professions. Discussion is lead concerning the vast array of negative messages they can receive from their environment regarding career stereotypes. Also, it is stressed that it is ok to make career plans for occupations that are typically chosen by the opposite sex or a particular race.
7. Homework: Students are asked to take the same "Prestige Rank Questionnaire" home and have their parents complete it. This gives them a sense of their parents' perceptions of the work world. They are also to ask their parents what subjects in school they utilize the most in their particular jobs.

#### Day Two (held in the school computer lab)

1. Students are asked to gather in the front of the room where the PowerPoint presentation is visible. A PowerPoint presentation is given on the Discover Career Program, explaining how to research their chosen careers using the specific Discover software.
2. Students are asked to log on to the program step-by-step using power point computer equipment a guide. Once in the career section, they are asked to research the work tasks, education and salary range (both nationally and in South Dakota) for the two careers they chose the previous day.
3. Students are asked to raise their hand when they are recording the salary information. Using the South Dakota Occupational Outlook Handbook, students are given the average salary range for their chosen career within our state.

4. All information is recorded in report form under the three above categories: Work Tasks, Education Required, and Salary Range (starting salary and average salary for the US and SD).

**Day Three (held in the school computer lab)**

Continue research and report writing. Once students complete their career research, they add their career report to their English Lifestyle Portfolio that is to be handed in upon completion of other related units.



# STRATEGIES FOR TEACHING AND LEARNING

**SCHOOL/DISTRICT:** Milbank High School

**CONTACT PERSON:** Jim Dahl

**SUBJECT/PROGRAM AREA(S):** Physical Science Biology

**GRADE(S):** 9<sup>th</sup> – 10<sup>th</sup> grade

**PROJECT GOAL:** Develop a module for classroom use

## PROJECT OBJECTIVES:

1. to enhance class tours in science fields
2. to improve critical analysis and group work skill
3. to use research skills to develop interest and focus in a career

## DESCRIPTION:

I will be using information learned in Applications in Bio/Chem., Active Learning (SCIM), and Parents as Partners in career education to improve knowledge and skills for the workplace.

## MATERIALS AND RESOURCES:

1. Notes and discussions of the Prairie Lakes Hospital Med. Tech. Tour
2. Critical Analysis guide sheet from the Redfield Spec. Serv. Educ.
3. Parents as Partners in Career Education booklet

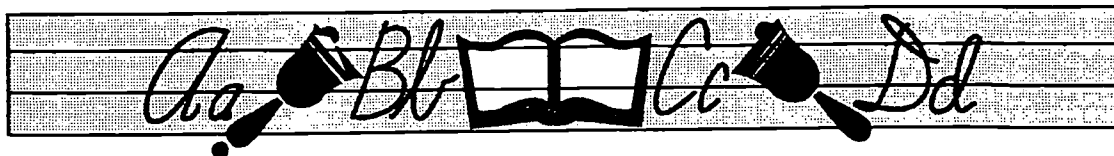
## INSTRUCTIONAL ACTIVITIES:

1. Class tours related to the area of Biology, Chemistry, and Physics
2. Critical Analysis guide
3. Base long term groups
4. Science career bulletin board and research

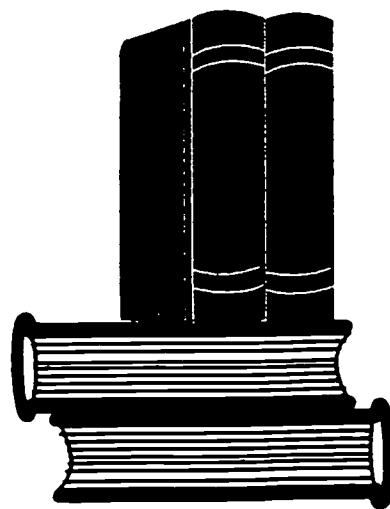
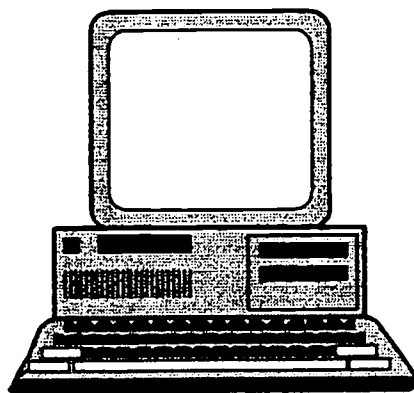
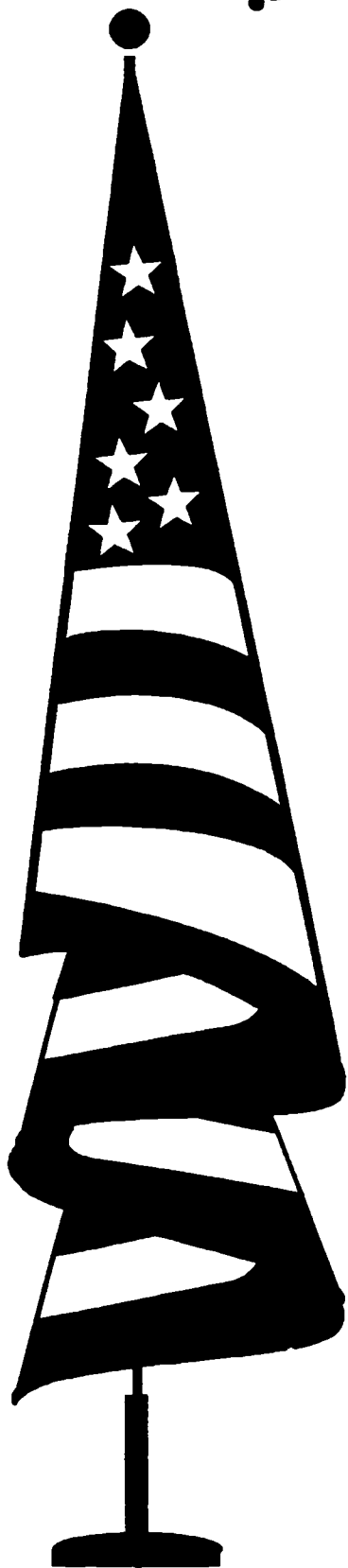
### **ASSESSMENT:**

1. Student research data and questions as well as follow-up reactions and thank-you notes will be evaluated
2. Critical Analysis guide sheets, parent feedback on careers, and self-evaluations will be assessed.

**COMMENTS:** In the fall of 1999, I plan to initiate the school year with a science career bulletin board, initiate student interest in a science career, utilize parents in the process, and have students research a career and report on it. I will also use tours, long-term groups, and critical thinking to develop skills students need for success.



# Curriculum Materials



## CAREER EXPLORATION AND EVALUATION

**SCHOOL/DISTRICT:** Irene School District

**CONTACT PERSON:** Barb Satter

**SUBJECT/PROGRAM AREA(S):** 8<sup>th</sup> Grade Career Planning  
12<sup>th</sup> Grade Independent Living

**GRADE(S):** 8<sup>th</sup> and 12<sup>th</sup> grades

### PROJECT GOAL:

To develop curriculum activities that was hands on and required a variety of learning techniques.

### PROJECT OBJECTIVES:

To get students excited about career planning, to expose students to a variety of resources available to use when planning careers, and to have students take responsibility for their futures in the area of career planning.

### DESCRIPTION:

8<sup>th</sup> Grade The attached sheet explains the careers unit I use to teach 8<sup>th</sup> graders. I use the *Taking Charge* curriculum; *The Real Game*; *Character Counts*; *Choices 98* and materials I have developed including the attached Career Planner.

12<sup>th</sup> Grade: I wrote a fifteen-day Career Module for seniors. I have attached the daily assignment sheet. It is designed to be completed with a partner.

### MATERIALS AND RESOURCES:

*Character Counts*, *Project Taking Charge*, *The Real Game*, *School to Work* textbook, *Futures* magazine, *Choices 98* computer program, *SD Careerways*, *Decisions for Independent Living* textbook, *Occupational Outlook Handbook*, *Self-Exploration Inventories* and *Career World* magazine.

## INSTRUCTIONAL ACTIVITIES:

8<sup>th</sup> Grade      Activities include: Internet research, resume writing, *Choices 98* (computer program), oral presentations, creating posters, job shadowing for one-half day in local businesses, small group work, and large group activities.

12<sup>th</sup> Grade      Activities include: personal assessments, career interest surveys, job shadowing experience, research paper, poster collage, and related career projects.

## ASSESSMENT:

8<sup>th</sup> Grade      Completion of daily assignments. Students are expected to complete assignments with 80% mastery. Points are assigned to each activity. Daily assignments are 60% of their quarterly grade and tests make up 40% of their quarterly grade.

12<sup>th</sup> Grade      Students complete daily assignments and take a final test. The daily assignments are worth 75% of the module grade and the final test is worth 25%.

# 8th Grade Career Exploration Unit

Complete Interest Surveys using the Choices computer program and South Dakota Career Ways. Interest surveys help you to learn more about yourself. Print out the results of your Choices survey. The printout will be placed in your permanent folder in the guidance office. The SD Career Ways interest survey will be turned in to your teacher.

Complete the attached Career Planner sheets using the South Dakota Occupational Outlook Handbook found at <http://www.state.sd.us/dol/sdoooh>. You may also use information found in the SD Career Ways paper and information found at the Labor Market Information Center:  
<http://www.state.sd.us/dol/lmic>.

The Career Planner activity will count as a daily grade. You will have two class periods to work on this activity.

You will also complete a portfolio booklet on Career Exploration. This activity requires you to complete a number of activities including two interviews. One interview can be with your parent and the second should be with either a person in your chosen career field or someone whose occupation interests you but is different from your parents' career(s). You will also create a newspaper advertisement, a personal resume, write a brief autobiography and complete a self assessment. The directions for completing each of these activities are found in the career exploration unit. Your career exploration portfolio booklet will count as a test grade.

# Career Planner

NAME: \_\_\_\_\_

CAREER CHOICE: \_\_\_\_\_

Description of work: (8 – 10 sentences in paragraph form)

Earnings:

Average yearly \$

Average monthly \$

Average weekly \$

Fringe Benefits: (3-4 sentences)

Working conditions: (5-6 sentences)

Hours of work: (2 – 3 sentences)

Ability required: (3-4 sentences)

Temperament required: (3-4 sentences)

Education and Training: (4-5 sentences)

Attractive Features: (3-4 sentences)

Disadvantages: (3-4 sentences)

Outlook for future: (2-3 sentences)

Licensing and Union: (1 sentence)

Name and addresses of 3 colleges/training centers to attend:



## CAREER RESOURCES

### Character Counts

4640 Admiralty Way Suite 1001  
Marina del Rey, CA 90292-6610  
Phone 310 306-1868

### Project TAKING CHARGE

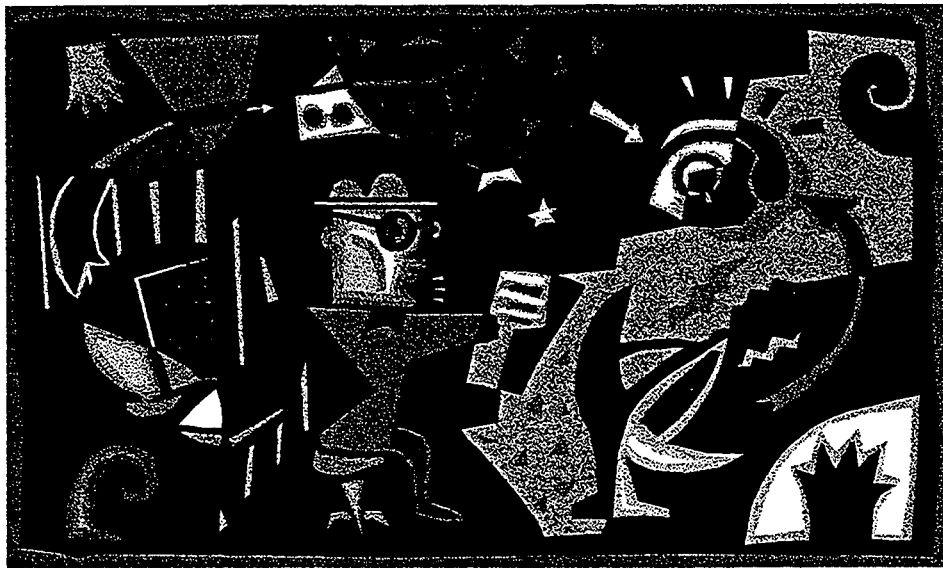
American Association of Family and Consumer Sciences  
1555 King Street  
Alexandria, VA. 22314-2752  
@1995 (\$250)

### the Real game

P.O. Box 335, Station C  
St. John's, Newfoundland  
Canada A1C 5J9  
Phone 709 579-5544  
Fax: 709 579-0173  
[www.realgame.com](http://www.realgame.com)

A good web site to use to search for specific career information is:  
[www.aj.com](http://www.aj.com)

# CHOOSING the RIGHT CAREER for ME!



Family and Consumer Science  
Content Area:

## **CAREERS**

Developed by Barb Satter  
Irene High School 1996  
(Revised March 1999)

# CHOOSING the RIGHT CAREER for ME!

## OVERVIEW:

The purpose of this module is to give the student an opportunity to get to know him/herself better and to explore a career of their choice. Through research, writing activities and a job shadowing experience, the student will have the opportunity to explore one career in depth.



## OVERALL OBJECTIVES:

After completion of this module, CHOOSING the RIGHT CAREER for YOU, students will be able to perform the following tasks:

1. Work with the Choices computer program.
2. Use the Occupational Outlook Handbook to find career information.
3. Set career goals.
4. Prepare a career report or poster of their choice.
5. Set up a job shadowing experience in this area.
6. Become familiar with career portfolios
7. Utilize South Dakota Careerways.

# CHOOSING the RIGHT CAREER for ME!

## Daily assignment sheet

- DAY 1 Take a score sheet from the module notebook and put in your folder. Check off items as you complete them. Each of you will have a score sheet. Please paper clip your completed assignments to your score sheet and turn in the manila folder daily. There is no pretest for this module. Read Ch. 27 Finding the Right Career in Married and Single Living pages 392 - 405. Complete the study guide and hand in.
- DAY 2 Read Discover Your CAREER Interests. You will be doing the activities on page 12 - 15. Have paper and writing utensil ready. Complete parts one, two and three. Don't rush. Take your time; give thoughtful answers.
- DAY 3 Today you will become familiar with the Choices program found on the gateway computers. Using the FACS computer and the computer in the guidance office, you will each take the guided tour through the Choices program. To find it on the computer, click on start, go up to programs and click on Choices 98 and then on Choices again. You will need to use your computer code name to run the program. The guided tour will take about 20 minutes. Then complete the interest survey. Part B. There are 144 questions. Take your time and give honest answers. Print out your results and put in your folder.
- DAY 4 Complete What Are Your Occupational Values?. Score and read the discussion. Complete the Career Planning Questionnaire. Check your answers against the scoring sheet. Complete Who Am I? Place all worksheets in the manila folder. If you have time continue to explore the Choices program on the computer.
- DAY 5 Complete the Cluster Inventory. The Cluster Inventory should look familiar. You completed this form in 8th grade and it is located in your file in the guidance office. When you have finished this form, ask the guidance counselor for your 8th grade survey so you can compare the two. On a journal sheet note any differences and similarities. From your reading and research, determine a career you would like to job shadow. Talk to your instructor in order to set up a job experience to shadow towards the end of this module.
- DAYS 6-7 Locate the Occupational Outlook Handbook in the guidance office or on the Internet. Scan it to familiarize yourself with the career information provided. Complete the worksheet, "Choosing a Career". Using the Occupational Outlook Handbook and other resources; write a two page paper about your career choice OR create a poster collage about your chosen career. On your poster collage include a brief job description, expected monthly salary, skills needed, education required, picture or sketch of your career choice, etc.
- DAY 8 Read points 444 - 459 in School to Work and enter thoughts on journal page. Study pages 447 - 448. Where does your chosen occupation fit? On a journal sheet *list the basic competencies all workers need to be successful?* Are you familiar with the foundational skills? On the same journal sheet list your strengths and your weaknesses. Keep in mind *all* people have both strengths and weaknesses. It's good to be aware of these so you can continue to build on your strengths and minimize your weaknesses.

- DAY 9-10 Read points 460 - 465 in School to Work. Journal your thoughts. Look at point 462. Starting at the bottom with What am I doing now? and going to the top of the list; write a well thought out goal for each line. Develop your career plan using point 464. Under step 6 Plan-of-action, include a job shadowing experience. Begin thinking about your personal portfolio. Write a paragraph explaining what you would include in a portfolio. Points 205, 206 and 207 in School to Work can help you.
- DAY 11 Job Shadowing Experience (Or any other day that works during this module.)
- DAY 12 Write thank you letter to the individual you had the opportunity to shadow. Have your instructor proof your letter and copy it on letterhead stationary. Address your envelope and mail it.
- DAY 13 Study the workplace terms including points 466 - 472 in School to Work. Create an activity or a game to teach one section of the terms to others. Terms are in School to Work Book. You may want to create a puzzle using [www.puzzlemaker.com](http://www.puzzlemaker.com)
- DAY 14 Read the 1998-1999 issue of SD Careerways. Complete a journal sheet about two articles you read. Review all points covered in this manual for your final test. Write 10 review questions and answers about this module. Be sure the module notebook is in order and ready for others to use.
- DAY 15 Final Exam.

## **RESOURCE MATERIALS**

### **CAREERS**

Choices 98 Computer program  
Marriage and Single Living Textbook (Chapter 27 Study Guide)  
Discover Your Career Interests (Taken from FUTURES '92)  
Decisions for Independent Living  
What's Your Workstyle? (Taken from FUTURES)  
Self-Exploration Inventories (2nd Edition) by James L. Lee  
 1993 Educational Media Corp.  
 Cluster Interest Inventory (Guidance Office)  
 Journal Sheets  
FHA STAR Events Manual

# CHOOSING THE RIGHT CAREER FOR ME!

## Score Sheet

Name \_\_\_\_\_

Daily Check	Day	ASSIGNMENTS	Your Score	Comments
	1	Chapter 27 Study Guide		
	2	Discover Your Career Interests		
	3	Choices Interest Survey		
	4	Three Worksheets (Occupational Values, Career Planning Questionnaire, Who Am I?)		
	5	Cluster Inventory and paragraph (Set up job shadowing experience)		
	6-7	Career Paper or Poster		
	8	Journal activity: competencies, strengths and weaknesses		
	9-10	Career Plan Career Portfolio paragraph		
	11	Job Shadowing Experience		
	12	Thank you letter and envelope		
	13	Workplace terms activity		
	14	Careerways articles Review questions		
	15	Final Exam		

Daily Average (3/4 total grade) \_\_\_\_\_

Test Grade (1/4 total grade) \_\_\_\_\_

Module Grade \_\_\_\_\_

## **CLASSROOMS TO CAREERS DEVELOPMENT AND IMPLEMENTATION OF COOP 2000**

**SCHOOL/DISTRICT:** Madison Lake Central School District

**CONTACT PERSON:** Craig Peterson, STW Coordinator

**SUBJECT/PROGRAM AREA(S):** All subject areas

**GRADE(S):** 6<sup>th</sup> – 12<sup>th</sup> grade

### **PROJECT GOAL:**

1. To network COOP 2000 and have faculty trained to utilize software for School-To-Work activities by fall of 1999
2. Collect and distribute school-based and work-based information using COOP 2000 for Madison's High School and Middle School Classrooms to Careers programs

### **PROJECT OBJECTIVES:**

1. To network COOP 2000 with database of all students in grades 6 – 12 by August 1, 1999
2. Develop support base of 4 teachers who can provide training to high school and middle staff
3. Identify and schedule times, during inservice or staff meetings, to train teachers on the use of COOP 2000
4. Provide inservice time and assistance for teachers to enter SCANS information into database

### **DESCRIPTION:**

The Lake Central School District School-To-Work (STW) system, Classrooms to Careers (CTC), has implemented a large number of work-based and school-based learning activities during the past five years. Throughout this time CTC data has been collected with out the assistance of a STW computer software program. The collection of data has been compiled by using teacher-generated documents that

are inadequate because of the organization, filing, and retrieval problems they create. COOP 2000 will enable us to have a customized computer database networked for use throughout the school district. Essential information can be printed out or stored on diskettes for placement in student portfolios.

**MATERIALS AND RESOURCES:** COOP 2000  
Computer Disks

**INSTRUCTIONAL ACTIVITIES:**

The following activities are to be implemented during the 1999-2000 school year. Grade levels will be indicated after each activity.

- |  |       |
|--|-------|
| 1. Database of general student information | 6-12  |
| 2. Career Fair information                 | 6-8   |
| 3. Business information and contacts       | 6-12  |
| 4. Career Exploration Class data           | 9-12  |
| 5. Job Shadowing information               | 9-12  |
| 6. Mentorship information                  | 11-12 |
| 7. SCANS information – faculty members     | 6-12  |

**ASSESSMENT:**

Assessment will be done periodically throughout the school year. This will be determined by grade level and student involvement in STW activities. Homeroom teachers and instructors, overseeing specific STW programs will determine assessment criteria. Because of the variety of student involvement in Classrooms to Careers, COOP 2000 will be highly individualized.

**COMMENTS:** Networking COOP 2000 will be a great asset to our school district. It enables students and teachers to identify and record their accomplishments in the most efficient way possible.



## INCREASING YOUR OPTIONS

**SCHOOL/DISTRICT:** Aberdeen School District  
Holgate Jr. High

**CONTACT PERSON:** Dianne Brenden

**SUBJECT/PROGRAM AREA(S):** All subject areas

**GRADE(S):** 8<sup>th</sup> - 9<sup>th</sup> grade

**PROJECT GOAL:** Students will learn how to take control of their lives by making wise personal and academic decisions.

**PROJECT OBJECTIVES:** Students will consider the effects of choices they make and explore time and money management techniques as well as connections between school decisions and career consequences.

**DESCRIPTION:** CHOICES presenters lead exercises in classrooms during two class periods (one class on each of two consecutive days).

**MATERIALS AND RESOURCES:** Trained volunteer speakers present CHOICES. Materials are provided at no cost through US WEST Education Foundation

**INSTRUCTIONAL ACTIVITIES:** Creative, highly participatory exercises are lead by CHOICES presenter. Reinforcing exercises from a workbook provided are led by teachers.

**ASSESSMENT:** Student feedback forms will be used.

# ***CHOICES***

## **STUDENT LEARNING OBJECTIVES**

### **DAY ONE**

#### **FACTORS INFLUENCING WHO I AM**

- *Identifying 30 factors in life that influence each individual and make him/her unique*
- *Determine which factors they control*
- *Discover that they control over half of the factors*
- *Identify self-discipline as the most important factor*
- *Define self-discipline in their own words*

#### **DECISIONS AND CONSEQUENCES**

- *Learn that every decision or non-decision has a consequence*
- *Discover the importance of anticipating consequences before making decisions*
- *Discover that some short-term decisions have long-term impacts*

#### **TIME MANAGEMENT**

- *Determine how many free time hours they have each week*
- *Discover that they have enough free time to do homework*
- *Discover that they still have free time even after they do homework*

#### **MONEY MANAGEMENT**

- *Discover how much money it takes to live on one's own*
- *Learn how education related to level of income*

### **DAY TWO**

#### **MONEY AND TIME BUDGETS**

- *Understand the concept of budgeting*
- *Learn how, just like money, time and school decisions need to be budgeted*

### **SCHOOL DECISIONS & CAREER CONSEQUENCES**

- *Understand the connection between level of education and career options*
- *Learn the five building blocks of academic success:  
Types of classes; grades earned; attendance; free time activities; relationships*
- *Realize the importance of what goes in each building block*

### **CONNECTION BETWEEN SCHOOL AND WORK**

- *Understand that there is very little difference between what is expected of them at school and what will be expected of them at work*

### **FUTURE IMPACT**

- *Learn to think about future consequences*
- *Look beyond themselves by thinking about how their decisions today may impact others in the future*
- *Use a hands-on technique for thinking ahead*

### **PROGRAM SUMMARY**

- *Review the main point of each segment of the CHOICES program*
- *Believe that their decisions in school now will have long-term consequences*
- *Reinforce that self-discipline is the key to success*

## **CHOICES**

### **Increasing your options**

CHOICES is an interactive, turnkey classroom seminar that gives middle and high school students a chance to see into the future and recognize the importance of the personal and academic decisions they make today. Through creative, highly participatory exercises led by volunteer presenters from the business community, students learn how to take control of their lives by making wise decisions.

Students consider the effects of choices they make and explore time and money management techniques. They are challenged to face their future career options based on the level of education they achieve, as well as the impact their choices will have on others and the world around them. At the end of the seminar they are given the "Key to Success" for their lives and their futures.

CHOICES presenters are trained to provide students with a relaxed yet structured introduction to the realities they'll face after high school. Students walk away with a clear understanding that their personal and academic choices build on each other. By making wise choices now, staying in school and committing themselves to their education, they'll give themselves more options later for choosing a fulfilling career and leading the life they want.

CHOICES is presented to students in their classrooms. It lasts one class period on each of two consecutive days. A typical presentation might begin in a second period Social Studies class on Monday and conclude in the same class on Tuesday. Usually, other classes in the school would hold CHOICES sessions on the same days or later that week. The school can choose which grade level would be best for the CHOICES sessions. Then everyone in that grade receives the seminar in the same time frame, and students can share common information for out-of-class discussions.

CHOICES is a program of the U S WEST Education Foundation, a nonprofit, non-endowed 501(c)(3) public charity. Since its inception in 1985, the Foundation and its sponsors have communicated the CHOICES message to nearly 5 million students. The seminar has been presented in 49 states in the U.S., seven provinces in Canada, and two major cities in Australia. The Foundation is currently exploring new opportunities in northern Europe.

If your organization is interested in bringing CHOICES to the students in your area, please contact us. We'll provide you with further details about this unique program and help you bring this vital message to the kids in your community.

**U S WEST Education Foundation**  
720 Olive Way, Suite 1630, Seattle, Washington 98101  
Tel: 206-343-5200      Toll-Free: 800-343-8816  
Fax: 206-343-7896      E-mail: [choices@edfdn.org](mailto:choices@edfdn.org)  
Web Site: [www.choices.edfdn.org](http://www.choices.edfdn.org)

## Statement of Purpose

We have a vested interest in the quality of students graduating from our secondary school system. First, as a citizen of the community, we are very interested in the quality of life in our region. The high quality of life we enjoy now is dependent on a well-educated and enlightened citizenry. A second and equally important reason is business-related: employers are increasingly concerned about the skills employees bring with them to the job.

In the past few years, test scores have become a subject of wide concern. For example, in one company, applicants for starting jobs failed tests of basic academic skills in astounding numbers – thirty to seventy percent failed simple tests of arithmetic and such tasks as alphabetizing names and sorting numbers.

The knowledge required to meet these basic standards is readily available to every student. However, there appears to be a lack of understanding by students about the importance of education today in preparation for tomorrow. All too often, students who do not intend to go on to college, unfortunately, do not perceive the relevance of high school education to their careers or lives as adults.

We believe the most immediate, long-lasting and cost-effective means of addressing this misperception involves improving students' awareness of their options. One way to do this is to explain the nature of the job market and the importance of making informed decisions in the use of their time. To do this, we are offering CHOICES, a thought-provoking introduction to the realities of life after high school.

CHOICES was created for eighth and ninth grade students and is offered *free* to schools in our region. Although student attitudes and academic habits have been formed in earlier years, the eighth and ninth grades represent transitional or "swing" years in the final push toward graduation.

The issue of academic competence is an important one that affects us all. CHOICES can make an important contribution while students still have time to make key decisions. We encourage you to offer this experience to your students.

### For More Information

Write or call:

Shelley Mathews  
Associate Director

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## **STOCK MARKET GAME**

**SCHOOL/DISTRICT:** Wessington Springs School District

**CONTACT PERSON:** Charlotte Mohling

**SUBJECT/PROGRAM AREA(S):** All subjects

**GRADE(S):** 9<sup>th</sup> – 12<sup>th</sup> grades

**PROJECT GOAL:** Students will:

1. explain how financial markets work
2. describe investment choices
3. analyze investment information
4. apply academic, thinking and personal skills

**PROJECT OBJECTIVES:** Students will:

1. understand and interpret relatively commonplace economic events through the study and application of everyday economic concepts.
2. acquire critical thinking and decision-making skills needed for workplace and career decision making.
3. comprehend the economic activities (producing, exchanging, consuming, saving and investing) of individuals, companies, labor, and government along with the interdependence of these entities.
4. understand the market system in the global economy.
5. comprehend the impact of economic events on careers the workplace, and lifelong learning.

**MATERIALS AND RESOURCES:**

Stock Market Project sheet  
Registration for the Stock Market Game  
Internet access

## **INSTRUCTIONAL ACTIVITIES:**

The teacher will introduce financial markets and the Stock Market Game program. Each student will further research information on financial markets and companies on the United States securities markets. Individually, students will read handouts, view a video, and complete worksheets related to the stock market.

Using the Internet, each student will research at least 3 companies, which are listed on one of the United States securities markets, the New York Stock Exchange, the American Stock Exchange or the NASDAQ Stock market. A written, typed report will be completed on each company.

Working in teams, students will share the information they learned about the companies. Based on this information, they will decide how they will invest the team's \$100,000 in stocks. Students may buy and sell throughout the 10-week simulation period. The goal is to have a portfolio worth more than the other state teams in the high school computer division.

In buying and/or selling stocks, students must buy or sell a minimum of 100 shares per company. They may purchase no stocks below \$5.00. A 2% broker's fee will be charged. If students wish to buy stock on margin, they will charge a 7% interest rate.

## **ASSESSMENT:**

Students will keep a record of their transactions and document stock prices daily. At the end of the project, students will analyze the project and develop a written, typed report.

### Rubric for Project

Performance Level Criteria	5	3	1
<b>Knowledge of material</b>	Demonstrate in-depth understanding of the topic	Demonstrates general understanding of the topic	Demonstrates a lack of understanding of the topic
<b>Records</b>	Records neat with all of the necessary information	Records neat with some of the necessary information	Records messy; information missing
<b>Use of Resources</b>	Used resources available, asked for little help from teacher	Used some of the resources available, asked teacher for help in finding information	Seldom used resources available, continually asked for help in finding information
<b>Use of work time</b>	Busy and productive, completed work according to proposed time schedule, helped team members to complete work	Busy most of the time, tried to follow schedule	Wasted time, did not follow schedule, needed help from others
<b>Attitude toward classmates</b>	Courteous, cooperative, strong sense of teamwork	Occasional disagreements with team members	Rude and uncooperative, frequently off task
<b>Timeliness</b>	On time	1 day late	2 or more days late

### Rubric for Reports

Performance Level Criteria	5	3	1
<b>Appearance</b>	Very neat and legible throughout	Mostly neat and legible but untidy in places	Generally messy; sometimes illegible. Paper may be dirty, torn or wrinkled
<b>Organization</b>	All paragraphs are logically organized	Most paragraphs are fairly well organized	Most paragraphs are disorganized and hard to follow
<b>Identification of main points</b>	All main points are correctly and clearly identified	Most main points are identified. Explanation of main points may be unclear in places	Few or no main points are correctly identified
<b>Language mechanics</b>	No errors in grammar or spelling	Some minor errors in grammar or spelling	Frequent or major errors in grammar or spelling
<b>Conclusions</b>	Draws thoughtful, relevant conclusions based on material	Draws simple conclusions from the material	Unable to draw valid conclusions from material
<b>Applications</b>	Sees specific, relevant future application(s) for what has been learned. Expresses them in detail. Clearly related the material to self.	Explains some applications, but specific details or personal relevance is lacking.	Unable to identify possible future applications for what has been learned.
<b>Timeliness</b>	On time	1 day late	2 or more days late



## THE CAREER GAME

**SCHOOL/DISTRICT:** Redfield School District

**CONTACT PERSON:** Kim Nikolas, School Counselor

**GRADE(S):** 7<sup>th</sup> or 8<sup>th</sup> grade

**PROJECT GOAL:** Students will be able to:

- connect their interests, characteristics and qualities to the six career clusters.
- connect their chosen career clusters with possible jobs/careers.
- use guidance office resources to research careers.

**PROJECT DURATION:** Five fifty minute class sessions

### MATERIALS AND RESOURCES:

1. The Career Game and Red Hot Jobs booklets (Rick Trow Productions, Inc., PO Box 291, New Hope, PA 18938 Tel: 1-800-247-9404 Fax: 1-800-452-3753)
2. Worksheet to list occupational matches (There is not really enough room in the booklets – see attachment)
3. Worksheet to complete occupational research

**DESCRIPTION:** 5 Part Unit – “Interests – Clusters – Careers – Research”

Students complete two booklets. Students use the *Career Game* booklet to record information about themselves. This information includes things that are important to each student, their interests, personal characteristics, and more. At the end of this book, students compute the interest survey and get a score for each of the six career clusters, which are organized by color in this book. The *Career Game* takes at least one 50 minute class period (maybe a little more, depending on the class). Next, students use the *Red Hot Jobs* book to connect the results of their interest survey to specific jobs/ careers. The end result is a list of possible jobs/careers. Students then mark which jobs/careers they would consider at this time. Next, students pick 2-3 careers to research. The students are introduced to all of the career materials available in the guidance office and utilize these resources to complete their research.

## **INSTRUCTIONAL ACTIVITIES:**

Lesson #1: The Career Game

Lesson #2: Review Career Game and begin Hot Jobs

Lesson #3 & 4: Red Hot Jobs – finish book if needed. Have students list all of the occupational matches on a worksheet. Have students mark a minimum of three occupations they would consider researching.

Lesson #5: Career Research – Students use resources from their guidance office to research two-three careers.

## **COMMENTS:**

1. Be ready to define some of the words used in the books
2. Label the career clusters for the students.  
(Yellow – Technical, Orange – Science, Red – Social, Purple – Business Contact, blue – Business Operations, Green – Science)

## THE CAREER GAME – LESSON 1

Materials: Career Game Booklet  
Student Portfolios

Introduction: “Today we will begin the process of having you discover what interests you have and how these interests connect to the six career clusters. Last year you were introduced to these clusters. We will discuss these once you have completed the “Career Game” booklet.

1. Distribute Career Game Booklets
2. Read the introduction on page 2 of Career Game.
3. Review page 3, and have students complete. Do this for pages 4, 5 and 6 also
4. Review directions on page 7 and 12. This will take the remainder of the period and maybe even into the next meeting time.
5. Conclude lesson. Next time we will discuss the information from the “Career Game” and begin connecting your interests to possible careers
6. Using the “Red Hot Jobs” book.

## THE CAREER GAME LESSON 2 and RED HOT JOBS – LESSON 1

Additional materials needed: “Red Hot Jobs” Book

Introduction: Last time we met you completed the Career Game booklet. Today we are going to discuss the information you recorded from the Career Game. Next, we are going to label the six career clusters. We will finish today by having you begin to complete the “Red Hot Jobs” book. You will be using this book to connect your career clusters to specific careers.

1. Discuss KNOW YOURSELF – page 3. Say each word (value) and have students raise their hand if the value is important to them. Using the blackboard, write the number of hands raised for each value.
  - Summarize by saying: “When researching careers, you need to ask yourself if the career will meet some of the values that are important to you. Even though no career can meet every need, it is important that it meets some of your needs.”
2. Discuss WHAT YOU ENJOY – page 3. Have students volunteer answers or do a “Go Around.”
  - Summarize by discussing that sometimes hobbies can lead to careers.

3. Discuss and ask for volunteers to share page 4 – WHAT MAKES YOU PROUD, WHO YOU ADMIRE, FAVORITE PLACES.
4. Discuss page 5, QUESTIONS TO ASK YOURSELF/THINGS I KNOW I AM – THINGS I KNOW I AM NOT. Say: “When researching a career, you need to ask yourself if your qualities are a benefit to that career. Are you going to be able to utilize these qualities in this career? If so, you’re probably going to be happy and more likely to be successful. If your career is requiring qualities that you do not possess, are these qualities that you could see yourself developing? If not, you need to reconsider the career.”
5. Page 6 – PLAY DETECTIVE: Summarize by saying: “Everything we have discussed can provide CLUES to possible careers and to the things that will make your life happy and fulfilling.
6. Page 7 through 13 – YOUR INTERESTS
  - Remind students that this interest inventory consists of a list of activities that relate to various career clusters.
  - Remind students to keep in mind that this is just one interest inventory. It is not necessarily 100% accurate as to which career areas best fit them. They may have answered an equal number of yes and no answers in a given cluster or even one or two more no answers than yes answers in a given cluster. This may still be a cluster in which they are interested. Careers in a given cluster will have similarities and differences. They do not need to have extremely high or low numbers for each cluster.
7. Read second paragraph on page 12.
8. Page 13:
  - A. Have student read the first career cluster description. Then tell students the name of the cluster. Refer to the list of “Important Things” from page 3 and ask student what might be some of the values that are important to a person who is interest in this cluster.
 

Yellow – Technical	Orange – Science
Red – Social Service	Purple – Business Contact
Blue – Business Operations	Green – Arts
  - B. Have students put a star by the two career cluster areas in which they scored the highest. A student may get a tie. This student should mark all clusters that tied. If a student identifies more than three clusters, have the student read over the career cluster definitions and try to narrow the clusters down to three clusters.
9. Have students take the career cluster pamphlets they kept from the 7<sup>th</sup> grade. Student should compare the clusters they identified in the 7<sup>th</sup> grade with the clusters identified in the Career Game activity. Ask the students how many still identified the same career clusters and how many students identified new career clusters.

## RED HOT JOBS – Part 1

**Introduction:** Now we will begin completing the RED HOT JOBS book. You will use this book to identify careers that belong to your chosen career clusters.

1. Distribute RED HOT JOBS booklets
2. Have students write their name on the front cover of the book
3. Review and have students complete page 2
4. Review page 3 – Educational Codes, Jobs, Colors, and Sample Jobs
5. Have students identify which education levels they are considering at this time.
6. Personality Codes:
  - Review directions
  - Have students circle as many codes as they think apply to their personality.
7. Review page 4 if time

## **RED HOT JOBS – LESSON 2**

**Materials:** Career Portfolios  
Extra blank paper  
Worksheet – Occupational matches

**Before Class:** Write names of clusters on board

Yellow – Technical	Orange – Science
Red – Social Service	Purple – Business Contact
Blue – Business Operations	Green – Arts

**Introduction:** Now we are going to match careers with the career clusters. Last time, we went over the key to the symbols used in this book, the personality codes, and the directions.

**Directions for completing Hot Jobs:**

1. Check all big and small boxes of highest color
2. Under Excellent matches, write down all jobs with a check mark in BOTH the large and small boxes with the highest color being the large box and the small box being the second highest color. Example: Retail Sales Worker (Purple=large, red=small)

For each occupation: Record: 1. The occupation name; 2. Identify the occupation as an excellent, good or partial match; 3. The Occupational Outlook Handbook (OOH) page number; 4. Educational level (use symbol).

3. Under Good matches, write down all jobs that match the small box being the highest color and the large box being the second highest color. Example: chef – if yellow=highest color in small box and blue=second highest color in large box.

4. Have students review the partial matches. They do not need to record every partial match. They should just record the partial matches in which they may be interested. Partial Matches – write down the jobs that match only one color, whether it is the large or small box. Example: Janitor – if only blue or yellow box.
5. Look at education levels and personality codes of remaining occupations. Think about occupations that you know you like and those that sound interesting.
6. Have students choose three occupations that they wish to explore.
7. Conclusion: Next time, you will learn how to use career guidance resources to research careers.

### **RESEARCH CAREERS**

Introduction: Today you will learn how to use the career materials available at this school. You will research at least two careers and you will use at least two different career research resources.

1. Describe all of the career research materials.
2. Each student needs to choose at least two careers to research. If time, they can choose more careers to research.
3. Distribute career research worksheets.
4. Students should file their completed worksheets in their portfolios.

## **"THE MAKE IT REAL GAME"**

**SCHOOL/DISTRICT:** Redfield School District

**CONTACT PERSON:** Verna Ellenson

**GRADE LEVEL:** 4<sup>th</sup> - 6<sup>th</sup> grade

**SUBJECT/PROGRAM AREA(S):**

Language Arts  
Math  
Social Studies

### **PROJECT GOAL:**

The Make it Real Game is designed to work across the curriculum. It also includes decision-making, communication, group work, team building, self-awareness, and critical thinking. The program gives students career exploration skills.

**PROJECT OBJECTIVES:** Students will:

1. discover lifelong learning and life/work information.
2. discover how work contributes to individuals, society, and economy.
3. explore decision-making.
4. discover the nature of life/work roles.

### **CAREER CLUSTERS:**

Business Contact  
Science

Business Operations

Arts

**PROJECT DURATION:** Approximately 15 – 1 hour sessions

## **MATERIALS AND RESOURCES:**

Guide and Material from the Make it Real Game program  
Resource books from media center  
Magazines  
Art Supplies

## **INSTRUCTIONAL ACTIVITIES:**

1. The students are introduced to the Make it Real Game and are given Role Profiles they explored throughout the lessons. They created their town, chose houses, vehicles, and leisure items they wished to have in their adult lives. "Wish" collages were made. A name was chosen for each town and the whole community by brainstorming and coming to a consensus.
2. The students became part of a working company based on the role profile they began the program. They are interviewed by company managers and hired based on the foreign language they have "studied" in school.
3. In groups, the students came up with examples of types of people who work in the given businesses on the community map. Workers in the service area were also chosen.
4. Through the brainstorm game, students increased their knowledge and awareness of the wide variety of occupations and businesses. Points were earned for each company.
5. Students began operating as a company by choosing a name, logo, business card, and office buildings. They secured a work contract and began the project of creating a product to sell to a business in another country, based on their foreign language. Research into the foreign country helped the groups choose a product that would sell well in this country. For several lessons, the students worked to choose the product, create an ad, a jingle, expense sheet, and product description.
6. As a culminating activity, the businesses presented to the rest of the class the product and activities they had worked on to sell to a company.

## **ASSESSMENT:**

Quizzes were developed to assess vocabulary presented and the brainstorm spin games. The final presentation was assessed based on a rubric.



# Employability Skills



## **EMPLOYABILITY SKILLS**

**SCHOOL/DISTRICT:** Faulkton School District

**CONTACT PERSON:** Nikki Melius  
Jackie Fauth

**SUBJECT/PROGRAM AREA(S):** Family and Consumer Sciences II  
High School Speech Class

### **PROJECT GOAL:**

Students will learn skills needed for successful employment.

### **PROJECT OBJECTIVES:** Students will:

1. investigate career interests and compile information into a portfolio
2. prepare a personal resume
3. participate in a job interview
4. complete a job shadowing activity
5. develop a public presentation regarding the wax museum assignment

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

Resources	Systems	Technology	Interpersonal
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**PROJECT DURATION:** Nine weeks.

**MATERIALS AND RESOURCES:** The Job Hunting Handbook: - Published by  
Dahlstrom & Co. Inc.  
Wax Museum of Careers curriculum  
Professionals in Community  
(Research/Interview Panel)  
Job Shadow Sights and Coordinators

### **INSTRUCTIONAL ACTIVITIES:**

1. Complete personality assessment/career interest surveys
2. Strengthen communication techniques
3. Prepare career cluster portfolio information
4. Research wax museum career
5. Prepare resume, cover and application letters
6. Participate in professional job interview
7. Complete job shadowing experience
8. Present career findings to public audience

### **ASSESSMENT:**

1. Prepare a career portfolio to include evidence of skills, career research, and future goals
2. Demonstrate interpersonal communication skills through written communication and job interview
3. Job shadow sponsor to complete student assessment
4. Rubric assessment completed by student, instructor and public for Wax Museum activity
5. Reflection paper

## **PURSuing YOUR DREAMS: CAREER PLANNING**

**SCHOOL/DISTRICT:** Brookings High School

**CONTACT PERSON:** Donna Doss

**SUBJECT/PROGRAM AREA(S):** Career Guidance                      English  
Keyboard Computer

**GRADE(S):** 9<sup>th</sup> grade

### **PROJECT GOAL:**

To incorporate career planning with freshmen English classes. (We had previously done this in Keyboarding with DISCOVER and added CHOICES in place of DISCOVER this year. This project focuses on English.)

### **PROJECT OBJECTIVES:**

Increase career guidance for freshmen students. Improve pre-test preparation and post-test interpretation of CPS results. Provide opportunity for students to incorporate career information in a research project.

### **DESCRIPTION:**

Students received information on the Career Planning Survey and other career related materials, conducted research, analyzed facts and data, wrote a research paper, reflected on career decision making and their future plans.

### **MATERIALS AND RESOURCES:**

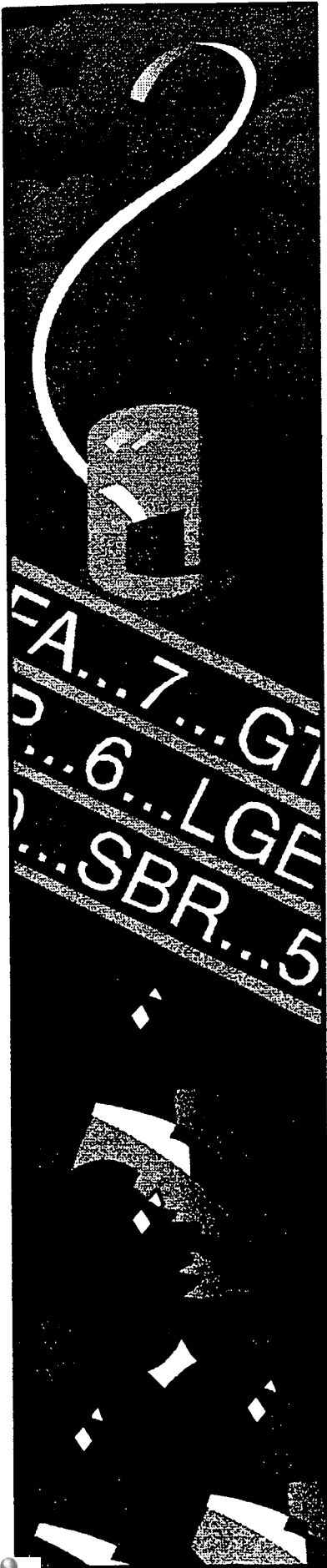
1. Department of Labor Information in guidance office
2. School-to Careers resources
3. SD OOH and OOH
4. CHOICES
5. American Careers Magazine
6. Career-Planning Survey manual
7. Guidance department career materials

### **INSTRUCTIONAL ACTIVITIES:**

1. Presented three times on topics of goals and dreams, CPS (pre- and post-test information), SCANS Skills, influences on career choices, and resources.
2. Students received instruction from classroom teachers in Keyboarding and English on use of CHOICES, Internet, and other research sources.
3. Students summarized, analyzed, wrote research/reflective paper.

**ASSESSMENT:** Results of Study Skills/Work Habits Checklist (from SCANS). Research paper will be graded as an English assignment. Student reaction to the process, what they have learned about themselves concerning their strengths and career decisions.

**COMMENTS:** I believe this method of presenting career-related material to students worked very well. Students were receptive and thoughtful as they wrote summary articles. They are practicing English skills while increasing knowledge of themselves and careers.



# Entrepreneurship

## **BUSINESSPERSON INTERVIEW AND BIOGRAPHY**

**SCHOOL/DISTRICT:** Wessington Springs

**CONTACT PERSON:** Charlotte Mohling

**SUBJECT/PROGRAM AREA(S):** All subject areas

**GRADE(S):** 9<sup>th</sup> – 12<sup>th</sup> grade

**PROJECT GOAL:** Students will:

will explore the rewards and challenges of entrepreneurship by interacting with a local businessperson.

### **PROJECT OBJECTIVES:**

- ⇒ Describe the characteristics of successful entrepreneurs
- ⇒ Explore opportunities and ideas for small business ownership
- ⇒ Evaluate the different legal forms of business ownership
- ⇒ Compare and contrast different sources of financial funds
- ⇒ Identify the types of records you need to keep
- ⇒ Explain the legal requirements for starting a business
- ⇒ Identify taxes businesses are obligated to pay
- ⇒ Explain the principle approaches used to carry out promotional plans
- ⇒ Apply academic, thinking and personal skills

**MATERIALS AND RESOURCES:** Local Businessperson Biography Project sheet

### **INSTRUCTIONAL ACTIVITIES:**

1. The teacher will explain the project and identify possible interview questions.
2. Students will develop a set of interview questions to help them with the interview process.
3. Students will write a biography of the businessperson that they interviewed.

**ASSESSMENT:**

Students will write a 4 to 5 page biography on the person.

**COMMENTS:** This activity provides an opportunity for the students to interact with members of the community and to explore entrepreneurship as a possible occupation.



**Economics**  
**Local Businessperson Biography Project**

**Course Goals**

Students will:

- acquire critical thinking and decision-making skills needed for workplace and career decision making;
- comprehend the economic activities (producing, exchanging, consuming, saving, and investing) of individuals, companies, labor, and government along with the interdependence of these entities.
- apply economic principles and concepts to the start up and operation of a small business.

**Situation:**

Students will explore the rewards and challenges of entrepreneurship by interacting with a local businessperson.

**Performance Specifications**

**Technical**

- Describe the characteristics of successful entrepreneurs.
- Explore opportunities and ideas for small business ownership.
- Evaluate the different legal forms of business ownership.
- Compare and contrast different sources of financial funds.
- Identify the types of records you need to keep.
- Explain the legal requirements for starting a business.
- Identify taxes businesses are obligated to pay.
- Explain the principle approaches used to carry out promotional plans.

**Academic**

- Use interpersonal interview skills.
- Use correct grammar, spelling, punctuation and capitalization.
- Select appropriate method of written communication to best express ideas and convey information.
- Use computer word processing skills.

### Thinking

- Use creative thinking, decision making, problem solving and reasoning skills.

### Personal

- Demonstrate personal responsibility and self-management.

## **Project Description**

Each student will learn about the rewards and challenges of entrepreneurship by interviewing a local businessperson. Students will develop a set of interview questions to help them with the interview process. Students will write a 4 – 5 page biography on the person.

## **Rules/Guidelines**

The businessperson interviewed must be a local businessperson. The businessperson cannot be a parent, grandparent, or sibling.

The interview questions should help the student discover the individual's reasons for becoming an entrepreneur, his/her background, mentors who helped the individual, his/her dreams for the future and his/her outlook on the local economy. The interview questions should also help the student discover the characteristics of successful entrepreneurs, opportunities for small business ownership, legal forms of business ownership, sources of financial funds, legal requirements for starting a business and promotional plans for businesses.

The written summarization report will be 4-5 pages, typed with correct grammar, spelling, punctuation and capitalization. Students will use the font and size of font designated by the teacher.

## **Instructional Delivery Plan**

The teacher will explain the project and identify possible interview questions.

Students will develop a set of interview questions. These questions will be used during the personal interview.

Students will write a biography of the businessperson that they interview.

## RUBRIC FOR WRITTEN REPORT

Performance level	5	3	1
<u>Criteria</u>			
<b>Appearance</b>	Very neat and legible throughout	Mostly neat and legible, but untidy in places	Generally messy, sometimes illegible. Paper may be dirty, torn or wrinkled.
<b>Organization</b>	All paragraphs are logically organized	Most paragraphs are fairly organized	Most paragraphs are disorganized and hard to follow.
<b>Identification of main points</b>	All main points are correctly and clearly identified	Most main points are identified. Explanation of main points may be unclear in places.	Few or no main points are correctly identified.
<b>Language mechanics</b>	No errors in grammar or spelling	Some minor errors in grammar or spelling	Frequent or major errors in grammar or spelling
<b>Conclusions</b>	Draws thoughtful, relevant conclusions based on interview	Draws simple conclusions from the interview	Unable to draw valid conclusions from interview
<b>Timeliness</b>	On time	One day late	Two or more days late

## **ENTREPRENEURSHIP**

**SCHOOL/DISTRICT:** Sisseton School District

**CONTACT PERSONS:** Dayle Haaland  
Cindy Everson  
Gary Gangle  
Brenda Gomarko  
Kelli Buisker

**SUBJECT/PROGRAM AREA(S):**

Metals  
Physical Ed/Health

Food Service  
English

Business

**GRADE(S):** 9<sup>th</sup> – 12<sup>th</sup> grade

**PROJECT GOAL:**

Develop a better understanding of career readiness through the marketing, production, and distribution of a product.

**PROJECT OBJECTIVES:** Students will:

1. learn how to prepare a job application.
2. develop job interview skills.
3. understand the importance of personal hygiene, dress ethics, and proper business etiquette.
4. attain knowledge of product distribution and construction of a product.
5. learn how to identify a target market.
6. utilize purchase orders and sale invoices and record all transactions.
7. learn the procedure for designing a product.

**PROJECT DURATION:** 12 weeks

## **CAREER CLUSTERS:**

Business Contact  
Technical

Business Operations  
Arts

Social Service

## **CAREER READINESS/EMPLOYABILITY SKILLS:**

Communication  
Problem Solving  
Systems

Technology  
Interpersonal

Information  
Resources

## **MATERIALS AND RESOURCES:**

Personal Computer  
Internet  
Word processor  
Videos  
Shop equipment

Computer aided drafting equipment  
Textbooks  
Calculators  
Magazines  
Handouts

## **INSTRUCTIONAL ACTIVITIES:**

Students will:

1. gather information from research.
2. utilize marketing surveys.
3. demonstrate effective use of the Internet.
4. develop a plan for a product design and implementation.
5. decide on production procedures and distribution.
6. complete a group classroom business presentation.
7. develop an annual business report.

## **ASSESSMENT:**

Project presentation  
Student self-assessment  
Annual business report  
Production of product



# Faculty Involvement

## **CAREER READINESS: TEACHER INVOLVEMENT**

**SCHOOL/DISTRICT:** Henry School District

**CONTACT PERSON:** Jane Green

**SUBJECT/PROGRAM AREA(S):** English

**GRADE(S):** 9th – 12<sup>th</sup> grade

### **PROJECT GOAL:**

By informing teachers about career readiness, they can become more focused on achieving necessary skills for workplace know-how (SCANS).

### **PROJECT OBJECTIVES:**

Teachers will investigate the expectation of employers, the role of the employee, the expectations of the school, and the expectations of the community.

### **CAREER CLUSTERS:**

Business Contacts  
Social Services

Arts

Technology

**PROJECT DURATION:** Two teacher inservice sessions will be required in order to complete all activities.

### **MATERIALS AND RESOURCES:**

Tips for Finding the Right Job  
The Workbook: 1995  
Video: Changing Culture of the Workplace  
SCANS Report

**INSTRUCTIONAL ACTIVITIES:**

Teachers will:

1. take a pre-test (ABC's of Higher Education) to evaluate their knowledge of the workplace.
2. review and discuss the SCANS report.
3. watch and discuss the video: "Changing Culture of the Workplace".
4. take part in an activity which emphasizes the use of the multiple intelligence's (tee-shirt activity).
5. have an opportunity to listen to a speaker from the workplace.
6. construct their own resume from the new material presented to them.

**ASSESSMENT:**

Teachers will:

1. have a new updated resume of their own.
2. take a post test similar to the ABC's of Higher Education.
3. complete a rubric assessment on resume writing (see attached sheet).
4. from the tee-shirt activity have an actual hands-on project to take back to their classes.

**COMMENTS:** By completing the above activities, it is my intention that teachers will become more involved in Career Readiness for their individual classrooms.



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## FUNCTIONAL RESUME

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NAME  
ADDRESS  
CITY, STATE, ZIP CODE  
TELEPHONE

JOB OBJECTIVE:           Computer Operator

### SKILLS:

- Computer operation and data entry experience (2 years)
- Microcomputer experience
- Recordkeeping experience
- Typing ability – 42 words per minute
- Experience handling confidential information
- Able to operate various office machines
- Work well with others
- Able to work independently
- Well organized and thorough
- Learn new skills quickly
- Staff supervisory experience
- Telephone & Filing experience

### WORK EXPERIENCE:

- Data Entry Clerk, Dept. of Labor, Aberdeen, SD (1983 – Present)

Responsible for data entry of daily paperwork, exposed to microcomputer hardware and software programs.

- Administrative Officer, US Marine Corps. (1976 – 1983)

Responsible for office where paperwork was processed in a timely and proper procedure, supervised staff and dealt with general problems in the office.

### EDUCATION:

GED – Plato – Fairbreak Program (1976) Aberdeen, SD  
Grafton, South Dakota High School (1972 – 1975)

### REFERENCES:

Mr. Ted Doe  
Our House Cafe  
Street/Mail/Address  
City, State, Zip Code  
Telephone

Mrs. Joe Public  
We Add 'M Accounting  
Street/Mail/Address  
City, State, Zip Code  
Telephone

Mr. Simon Bolivar  
Department of Labor  
Street/Mail/Address  
City, State, Zip Code  
Telephone

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## CHRONOLOGICAL RESUME

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NAME  
ADDRESS  
CITY, STATE, ZIP CODE  
TELEPHONE

**JOB OBJECTIVE:** An auditing position for either a small commercial organization or a governmental agency.

**WORK EXPERIENCE:**

1987 – Present      **Accounting Supervisor:** Career Valley Auditing Systems, Fountain Valley, MN. Designed internal auditing system. Maintained accounts payable and receivable and payroll records. Balanced monthly bank statements and prepared statements of receipts and disbursements. Assisted in recruitment and orientation of management trainees. Hired, trained, and managed a clerical staff of 15.

1984– 1987      **ACCOUNTANT:** Martin Zee Co. Playa Laguna, FL. Administered bookkeeping functions in a small electronic manufacturing firm. Assisted in the development of management training program.

1983 – 1984      **BOOKKEEPER:** NTTU Computer Hardware, Inc., Los Angeles, CA. Performed bookkeeping duties to assist accounting personnel. Worked part-time while in school.

**EDUCATION:** Bachelor of Science, California State University, Long Beach, May 1984. Major in Accounting with minors in Human Relations and Computer Science.

**REFERENCES:**

Mr. John Doe  
Bob's Counting Co.  
Street/Mail/Address  
City, State, Zip Code  
Telephone

Mrs. Seana Galle  
Audit, Inc.  
Street/Mail/Address  
City, State, Zip Code  
Telephone

Mr. Bob Ben  
Ben's Firm  
Street/Mail/Address  
City, State, Zip Code  
Telephone

## RESUME RUBRIC

	Points				
Content Form	0	1	2	3	4
1. Objective clearly stated					
2. List 2 clearly stated qualifications					
3. Experience includes academic & technical skills					
4. Job history: dates, employer, job description					
5. Education Training: high school/college					
6. Other:					
7 Total Points					

	Points				
Written Form	0	1	2	3	4
1. Name & Address Centered					
2. Name & Heading Bold					
3. Consistent tabs & margins					
4. Appropriate font					
5. Consistent single & double spacing					
6. Other:					
7 Total Points					



# Integrated Learning Projects

# **"AQUACULTURE" AN INTEGRATED LEARNING PROJECT USING APPLIED CURRICULUM, PARTNERSHIP AND EMPLOYABILITY**

**SCHOOL/DISTRICT:** Hanson School District

**CONTACT PERSON:** Steve Pociask

**SUBJECT/PROGRAM AREA(S):**

Science  
Marketing

Math,  
Culinary

Technology  
History

Art

**GRADE(S):** 11<sup>th</sup> and 12<sup>th</sup> grades

**PROJECT GOAL:**

Students will learn how to raise and market a product.

**PROJECT OBJECTIVES:** Student will:

1. gain an understanding of how aquaculture is used in today's society.
2. learn how aquaculture has played an important role in the past in many cultures, providing a valuable food source for their people.
3. learn how to use high-tech equipment to test and regulate the water in the tank.
4. work with the Department of Game, Fish and Parks to learn how to feed, handle and measure fish correctly.
5. show the growth rate of raising rainbow trout.
6. show marketing value in raising trout.
7. learn different methods of preparing rainbow trout for the dinner table.

**CAREER READINESS/EMPLOYABILITY SKILLS**

Information  
Technology

Systems  
Interpersonal

Resources

## **CAREER CLUSTERS:**

Science  
Business Contact

Technical

Business Operations

**PROJECT DURATION:** Nine weeks

## **MATERIALS AND RESOURCES:**

Aquaculture in the Classroom (CD-ROM)  
Aquaculture as a Resource  
Internet  
Professional personnel

**INSTRUCTIONAL ACTIVITIES:** Students will:

1. study the history and background of aquaculture using computers and resource material.
2. study the importance of rainbow trout as a food source, as an environmental factor, as a recreational organism and as an economical factor in our world.
3. take a field trip to Gavins Point National Fish Hatchery to learn how professionals raise rainbow trout. We will transport our fish back to the tank from the hatchery at this time.
4. invite three guest speakers into the classroom to explain factors involved in raising and marketing a product in the class. (conservation officer, culinary expert, and marketing personnel)
5. use high-tech digital water testing equipment to monitor the quality of the water in the tank on a regular basis.
6. be required to record their findings and observations in a journal on a daily basis.
7. produce projects including spreadsheets and charts on growth, water quality, food types and marketing value using a computer.
8. learn how to prepare trout for the dinner table.
9. produce an exit oral report using a PowerPoint format.

**ASSESSMENT:** Success of the unit will be measured by:

1. grading the daily journals using a preset list of rubrics.
2. how well the students work together in a team.
3. grading their computer projects. These will be graded on creativity, originality, comprehension and being on time.
4. grading the exit report. The students must show an understanding of the scientific, marketing and culinary values of raising rainbow trout in the classroom.

## BASEBALL IN OUR CULTURE

**SCHOOL/DISTRICT:** Hamlin School District

**CONTACT PERSON:** John Campbell  
Jeanne James-Hansen  
Cindy Feyereisen  
Christine Owen  
Lori Zimprich

**SUBJECT/PROGRAM AREA(S):**

Physical Education  
Spanish  
Drama

Computer Sciences  
English

**GRADE(S):** 9<sup>th</sup> - 12<sup>th</sup> grade

**PROJECT GOAL:**

Students will experience and understand the great American passion for the game of baseball.

**PROJECT OBJECTIVES:** Student will:

1. learn the answers to essential questions such as:
  - a. What are the fundamental rules of baseball?
  - b. What is the historical background of baseball?
  - c. Why/how have American authors/poets represented baseball in their writing?
  - d. What influence have Hispanic Americans had on American baseball?
  - e. What pertinent information is included on baseball cards?
  - f. How have baseball cards changed in price and design over time?
2. be exposed to literature relating to baseball dealing with a wide variety of topics such as:

Historical background	Uniforms
Stadiums	Famous players
American/National League	Umpires

## **CAREER READINESS/EMPLOYABILITY SKILLS:**

Interpersonal  
Technology

Communication  
Information

Research  
Problem solving

## **CAREER CLUSTERS:**

Technical

Arts

**PROJECT DURATION:** Varies according to discipline areas

**MATERIALS AND RESOURCES:** Computers, Internet, music, videos, library sources, books, baseball equipment, South Dakota Amateur Hall of Fame (Lake Norden), and baseball game.

## **INSTRUCTIONAL ACTIVITIES:**

### Physical Education

1. Internet research and report on various topics relating to baseball/softball
2. Learn and demonstrate the fundamental skills of the game of baseball/softball
3. Experience the game of baseball through personal involvement

### English

1. Read material relating to baseball
2. Watch video clips of games and write descriptive pieces
3. Create a book of baseball (biographies, poetry, short stories, art, etc.)
4. Research the history of baseball
5. Choose favorite player and research him/her

### Computer

1. Make baseball cards using personal pictures and information/statistics
2. Research baseball card history
3. Do a comparative analysis of salaries
4. Listen to a guest speaker discuss what makes a baseball card collectible

### Spanish

1. Learn Spanish terms/phrases relating to baseball through a scavenger hunt
2. Research the influence of Hispanic Americans on baseball



Drama

1. Talent show including "Who's on First?" skit and student generated skits

**ASSESSMENT:**

1. Teachers in individual classes will observe and evaluate their portion of the unit.
2. Students will complete an evaluation at the end of the unit for each discipline area.

## BASEBALL IN OUR CULTURE

Tentative Timeline/Schedule (Variations from this outline are expected)

### Physical Education

April 12 - 16	Internet research and written/oral reports
April 19 - 22	Play the game and work on fundamentals
April 23	Oral reports
April 26 - 29	Play the game and work on fundamentals
April 30	Oral reports
May 3 - 7	Play the game and work on fundamentals

### English

April 26 – May 7	Students will analyze baseball in literature. This will include information on how to write poetry, short stories, and biographies.
May 10 - 14	Students will create a baseball book, which will include poetry, short stories, biographies, and art.
May 17	Baseball book due
May 18 - 20	Baseball inspired videos

### Computer Science

April 26 - 27	Students will research the history of baseball cards.
April 28 & 30	Using the digital camera, students will take pictures of other students playing baseball.
May 3 - 14	Students will use class-time to create baseball cards.
April 26 – May 21	Students will also place pictures and interdisciplinary unit information on Hamlin's Internet Web Page.

### Spanish

April 27	Students will learn vocabulary associated with baseball through a scavenger hunt.
April 28 – May 4	Students will research Hispanic American influences on the game by researching famous Hispanic American baseball players, and each student will write a 3-4 page report.
May 5 - 7	Students will present oral presentations.

### Drama

April 22 – 23	Create a variety show based on the topic of baseball. Each student will be responsible for writing, casting, and directing one skit, which will be at least three minutes in length.
April 26 – May 12	Students will practice their production.
May 13	Students will present variety show for 6 <sup>th</sup> hour classes.

## **CULMINATING EVENT**

May 12

During the morning, students will tour South Dakota Amateur Baseball Hall of Fame in Lake Norden. Lunch schedule will be hot dogs, baked beans and apple crisp. In the afternoon, students involved in project will participate in a baseball game. Other classes may attend if that teacher agrees to supervise their students.

## **CHILDREN'S STORY BOOK**

**SCHOOL/DISTRICT:** Meade School District

**CONTACT PERSON:** Twyla Barden

**SUBJECT/PROGRAM AREA(S):**

Technology Education      Family and Consumer Science  
Language Arts

**PROJECT GOAL:**

Students will learn about the process of creating literature appropriate for different age levels.

**PROJECT OBJECTIVES:** Students will:

1. recognize varying forms of literature and determine why they are appropriate for different age levels.
2. develop an insight into the varied reading levels and differing values present in each form of literature such as children's literature, teen literature, and adult literature.

**DESCRIPTION:** Students will:

1. find a children's book, read it to the class, and analyze those things that make it entertaining for a specific age group.
2. follow this activity by creating their own children's book with age appropriate language and illustrations.

**CAREER CLUSTERS:**

Social Service      Arts      Business Operations      Technical

**CAREER READINESS/EMPLOYABILITY SKILLS:**

Interpersonal      Information      Technology      Resources

**PROJECT DURATION:** Eight days

**MATERIALS AND RESOURCES:** Computers  
Software to aid in illustration  
Children's Literature examples  
Art supplies

**INSTRUCTIONAL ACTIVITIES:** Students will:

1. find an example of children's literature and read it to the class.
2. describe those factors that make children's literature age appropriate (entertaining for that age group).
3. distinguish differences between children's literature and other forms of literature.
4. create a children's story with full illustrations and language to suit and entertain a particular age group.
5. Students are read a common bedtime story and must retell it in politically correct format. (Example: *The Three Little Pigs*).

**ASSESSMENT:**

1. Find age appropriate story
2. Written and illustrated narrative for a specific age group graded entirely upon creativity and imagination

**COMMENTS:** This unit can be done in a much smaller time frame than eight days. The full time allows for the writing, illustrating, and editing to be done in class. Computer access allows for the "non-artist" to be successful and creative as well. Another consideration one might make is to allow this to be a partner project with one person writing while another does illustrations.

An enjoyable end to this unit may be to read these newly created stories to the class once complete.

## CREATING THE COMMUNITY

**SCHOOL DISTRICT:** Northwestern School District

**CONTACT PERSON:** Marilyn Battey                      Kim Carson  
Beth Duerre                                      Anne Frericks

**SUBJECT/PROGRAM: AREA(S):**

Family and Consumer Sciences	Business
Elementary and Technical Writing	Social Sciences

**PROJECT GOAL:**

To incorporate cooperative learning activities involving student-oriented problem solving skills.

**PROJECT OBJECTIVES:**

1. To promote leadership and cooperation by creating a mythical town
2. To research information to aid in formulating realistic project assignments
3. To demonstrate computer and artistic skills

**CAREER READINESS/EMPLOYABILITY SKILLS:**

Interpersonal	Information	Resources	Technology
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**CAREER CLUSTERS:**

Social Services	Science	Arts	Technical
Business Operations			

**PROJECT DURATION:** Two and a half weeks

**MATERIALS/RESOURCES:**

1. Internet
2. Maps
3. Text Books
4. Computer
5. Community members

**INSTRUCTIONAL ACTIVITIES:**

See Attachments:      Creating the Community  
                                 Making Your Community Become a Reality  
                                 Personal Goals and Time Sheet

**ASSESSMENT:**      Community Planning Rubric (attached)

## CREATING THE COMMUNITY

Attention! Attention!

You are part of a newly formed community. As a member, it is your job to participate with all other members to determine all of the following pieces of information:

- 1) Town name
- 2) County located in
- 3) State located in
- 4) Location within state chosen
- 5) Population
- 6) Historical information – date founded, reason town was created, how town received its name, sociological and demographic facts, etc.
- 7) Form of current city government – detail titles and number of positions
- 8) Main industries of town or area
- 9) Transportation available either within the town or nearby
- 10) General make-up of community
  - Downtown businesses
  - Schools
  - Medical services
  - Government offices/services
  - Housing
  - Parks and Recreation
  - Community groups
  - Service groups
  - Economic Outlook
  - Anything else you feel pertinent

Helpful Hints: You as a community may determine how to accomplish this assignment. At this point, your teacher will become very uninvolved. Part of this assignment is to see how you as an individual can function in a group to meet with a successful end result. All members need to be actively involved, but not on all issues. Use resources such as your own education, textbooks, the Internet, maps, actual community members, and the library to help you make some decisions.



## MAKING YOUR COMMUNITY BECOME A REALITY

As community members, you've spent some time making decisions. Now it is time to put those decisions into action and document the details. As a community, you are each equally responsible for creating the following:

1. **A simple map designating:**
  - Town name and location
  - County name and location
  - State
  - Population
2. **A news article for local paper:**
  - Intent is to prepare for an upcoming celebration
  - Topic is to include necessary historical information
3. **A chart detailing elected city government officials by title.**
4. **Official voter ballots:** (See Ballot/Election Supplies handouts to help you create ballots)
  - Create an official ballot to vote on town name
  - Create an official ballot to elect city government officials
5. **Written profile of town:**
  - Profile gives reader an overall view of your town
  - Includes points 8, 9, and 10 from "Creating the Community" handout
6. **Street Signs:** (To be located in coordinating poster areas)
7. **Subdivision signs:** (To be located nearby coordinating poster areas)
8. **Professional-looking Entrance and Exit Community Signs:**
  - The entrance sign will be posted outside the FACS room door
  - The exit sign will be posted inside the FACS room door
9. **Either of the following:**
  - A professional looking brochure promoting your town that may be used by the local Chamber Office
  - An artistically created large poster collage that would depict an overall view of your town

## PERSONAL GOALS & TIME SHEET COMMUNITY PLANNING

Name \_\_\_\_\_

Jobs I volunteered to work on or complete: (List names of other members next to the project who are working with you, if it applied.)

Documentation of work activities and time I spend doing them:

ACTIVITY	DATE	TIME SPENT
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Explain the roadblocks or difficulties you have met so far in this project.

## COMMUNITY PLANNING RUBRIC

- \_\_\_\_\_ 1. Personal Goals and Time Sheet – (30 pts.)
- List jobs volunteered for
  - Activity documentation is complete, accurate
  - Road blocks listed

- \_\_\_\_\_ 2. The Requirements – (30 pts.)
- Simple Map
  - News article
  - Chart detailing elected officials by title
  - Official voter ballots
    - town name
    - gov't official
  - Ballot Box
  - Town Profile
  - Street Signs
  - Subdivision Signs
  - Entrance/Exit Signs
  - Brochure or Collage

- \_\_\_\_\_ 3. Work Ethic/Use of lab time – (10 pts.)

	Excellent	Good	Fair	Poor	N/A
Continually Worked					
Independently found new work once job(s) completed					
Independent Worker					

## DESIGNING AND CREATING TOOTHPICK BRIDGES

**SCHOOL/DISTRICT:** Oldham-Ramona High School

**CONTACT PERSON:** Deborah Anderson  
Joann Alverson

### SUBJECT/PROGRAM AREA(S):

Mathematics	Science	Business
Industrial Technology	Language	

### PROJECT GOAL:

Students will design and construct a toothpick bridge to meet specific specifications.

### PROJECT OBJECTIVES: Students will:

1. design an adequate and efficient bridge plan.
2. select the materials needed to build the bridge.
3. calculate the cost of material and labor.
4. construct bridge to meet the criteria.
5. insure that the instructions, daily reports and journals have correct spelling and grammar.
6. keep a check register and daily balance.

### CAREER READINESS/EMPLOYABILITY SKILLS:

Resources	Information	Research
Systems	Technology	Interpersonal Skills

### CAREER CLUSTERS:

Technology	Science	Arts
Mathematics	Business	

**PROJECT DURATION:** Ten days

**MATERIALS AND RESOURCES:**

Internet access  
Toothpicks (about 125/company)  
Speaker  
Metric rulers  
String (used for suspension cable)  
Wax paper (30cm x 40cm)

Computers  
White glue  
Cardboard (15cm x 35cm)  
Calculators  
Weights  
Bottle caps (sell glue in to companies)

**INSTRUCTIONAL ACTIVITIES:** Students will:

1. research and design a bridge using the elements and principles of design.
2. select the materials needed to construct the bridge.
3. figure the cost of materials to build the bridge.
4. keep a journal of daily transactions and company happenings.
5. apply mathematics and science principles during design process.
6. construct the bridge.
7. use correct grammar and spelling in all reports.

**ASSESSMENT:**

Students will be assessed by using the attached Rubric Evaluation Form.

# Grading Rubric

## Bridge Building Project

### Bridge Design: 50 points

Points will be awarded according to how well your bridge is designed, neatness, and if it meets required specifications.

Required specifications met for height and length	25 points
Neatness of bridge design	5 points
Design and creativity	10 points
Efficient use of materials	10 points
Total Points Awarded	

### Journal: 20 points

Points will be awarded for your daily journal entries. Writing must be honest, neat and clearly dated.

All journal entries neatly written, honest and completed daily	20 points
All journal entries completed, (lacking neatness, honesty, etc...)	15 points
Missing journal entries (less than 2)	10 points
Missing journal entries (more than 3)	5 points
No journal entries or no papers turned in	0 points
Total Points Awarded	

### Daily Work: up to 30 points

Points will be awarded according to how well your group uses daily time to work on the project.

Group remained on task entire period	30 points
After one warning, group remained on task	20 points
After two warnings, group remained on task	10 points
Three or more warnings needed to remain on task	0 points
Total Points Awarded	

**Strength and Cost Contest Points: 20 points**

Points will be awarded according to how your group places in the final contest.

First Place	20 points
Second Place	17 points
Third Place	15 points
Fourth Place	13 points
Fifth Place	10 points
<u>Total Points Awarded</u>	

**Final Report: 50 points**

Points will be awarded based on accurately completing the final paperwork and turning it in by the required deadline.

Budget	10 points
Inventory of supplies used	10 points
Cost analysis	10 points
Summary Report	10 points
Group/Self evaluation	10 points
<u>Total Points Awarded</u>	

Total Points awarded for project \_\_\_\_\_ / 170

### **Materials List**

Toothpicks (sold in bundles of ten)  
Cardboard (one piece, 15 cm \* 35 cm)  
White glue (sold by daily usage)  
Thread (sold by the cm)  
Building Plan Paper (sold by the sheet)

### **Non-expense materials**

You will be able to use the following materials as needed without a charge:

Wax paper, calculators, rulers, writing utensils, notebook paper and resource information (finding other information from other sources about building bridges).

### **Strength and Feasibility Contest**

After completing construction of your toothpick bridge, the bridges will be judged according to strength and cost. Simply put, the strongest bridge that costs the least to build will be the winner. Keep this in mind while building your bridge.

### **Final Comments:**

After introducing this project and its requirements to you, if you still have questions, PLEASE ASK. Not being well informed, or making false assumptions about requirements will result in lower grades and higher costs.



# Toothpick Bridge Project

## Self/Group Evaluation Form

### Group Evaluation:

Please rate the members of your group throughout this project according to the following scale:

- 5 = Excellent
- 4 = Very good
- 3 = Good
- 2 = Below average
- 1 = Poor

Group Member	Evaluation

### Self Evaluation

Please rate your work throughout this project according to the following scale:

- 5 = Excellent
- 4 = Very good
- 3 = Good
- 2 = Below average
- 1 = Poor

Your Name	Evaluation

Remember that all evaluation forms will be kept strictly confidential.  
Please be honest and fair in your decisions.

## Toothpick Bridge Inspection

Date: \_\_\_\_\_

Inspector #: \_\_\_\_\_

Company Name: \_\_\_\_\_

Project Director: \_\_\_\_\_

1. Were each of the following code items listed below met? Place an "X" in the appropriate column.

Expectations	Meets/exceeds the code	Does not meet the code
The river is 15 cm wide		
The foundations for the bridge are 2.5 cm from the river		
The squares for the foundations are 5 cm square		
Glue was used sparingly – used <i>only</i> to join the toothpicks		
The bridge touches the cardboard only within the squares drawn		
The bridge is more than 5 cm high		
The tagboard boat can travel the length of the river		
The bridge is at least 4 cm wide		
The tagboard truck can travel the length of the road		
The company's plans for the bridge clearly show the four required views (end view, side view, road view and top view)		

2. On a scale of 1 to 5, how well did this company follow their building plans? \_\_\_\_\_

3. On a scale of 1 to 5, rate this bridge on neatness of construction. \_\_\_\_\_

## **INTEGRATING THE REAL GAME INTO FAMILY AND CONSUMER SCIENCES CLASS**

**SCHOOL/DISTRICT:** Doland Public School

**CONTACT PERSON:** Janet Hallberg Darla Knox

**SUBJECT/PROGRAM AREA(S):** Family and Consumer Science

**GRADE(S):** 10<sup>th</sup> grade

**PROJECT GOAL:** The students will be introduced to the nature of the future they face, understand it, and learn skills to help them function successfully in the working world.

**PROJECT OBJECTIVES:** Students will:

1. learn the concepts and terminology associated with this program.
2. understand the relevance of their school subjects to the world of work.
3. practice decision-making skills, communication skills, and teamwork.
4. apply math skills to real life situations.
5. learn how communities are formed and operate on a budget.
6. learn about other countries, cultures, and languages.
7. learn about their own state, territory, and country.
8. learn about changing domestic work roles of men and women.
9. understand how job satisfaction relates to interests and aptitudes.
10. learn the importance of a positive attitude in coping with unexpected events in their community and the world around them.

### **CAREER READINESS:**

Interpersonal      Information      Resources

### **CAREER CLUSTERS:**

Science      Business Contact      Arts  
Social Services      Business Operation      Technical

**PROJECT DURATION:** 9 weeks

**MATERIALS AND RESOURCES:**

Student worksheets from Real Game packet  
Student posters from Real Game packet  
Spin game  
Guest speakers  
Chance game cards  
Occupational portfolios  
Question and answer cards  
Magazines

**INSTRUCTIONAL ACTIVITIES:**

1. Take pre-test
2. Play spin game
3. Work in small groups on groups on group activity that stresses interaction and cooperation among group members
4. Make dream clouds from wish list
5. Fill out occupational profiles on posters
6. Design business cards
7. Plan monthly budget according to their occupations
8. Do a time management plan according to their occupations
9. Build community among group members
10. Plan vacation getaway with neighbors according to their budgets
11. Hear guest speaker on traditional and non-traditional work roles, equality, and stereotyping
12. Experience job loss and how to cope
13. Learn to write a resume and case history
14. Experience a disaster in their community and how a community pulls together in time of need
15. Have career day

**ASSESSMENT:**

Students' worksheets on the Real Game  
Oral and written presentations  
Group projects  
Group cooperation and participation  
Understanding of occupations

## WHO ARE WE AND HOW DID WE GET HERE?

**SCHOOL/DISTRICT:** Conde School District

**CONTACT PERSON:** Laura Kramp  
Michelle Mehlerg  
Kathryn Knudson

**SUBJECT/PROGRAM AREA(S):**

Language Arts  
American Government  
Technology

Communication Skills  
SD History  
Family and Consumer Sciences

Art  
Geography

**GRADE(S):** 9<sup>th</sup> – 12<sup>th</sup> grade

**PROJECT GOAL:**

Students will know and experience the culture of South Dakota through the study of art, literature, family and consumer sciences, history, social interchange, and learning activities.

**PROJECT OBJECTIVES:** Students will:

1. study major South Dakota authors and their work.
2. practice interpreting works of South Dakota authors.
3. learn how to do many skills from the pioneer days of South Dakota.
4. demonstrate computer skills.
5. work in a group atmosphere.
6. research different cultural areas of study.
7. investigate the plant life of South Dakota.
8. gain an awareness of the impact of South Dakota's early history on present day life.

**CAREER CLUSTERS:**

Technical

Arts

Social Service

## **CAREER READINESS/EMPLOYABILITY SKILLS:**

Information  
Systems

Resources

Technology

Interpersonal

**PROJECT DURATION:** Two weeks

## **MATERIALS AND RESOURCES:**

School library resources of South Dakota authors  
Textbooks  
Computer software and the Internet  
Video/films  
Magazines  
Maps  
Guest speakers


**INSTRUCTIONAL ACTIVITIES:** Students will:

1. read literature written by South Dakota authors.
2. interpret literature written by South Dakota authors.
3. interview South Dakota authors.
4. make candles, cornhusk dolls, and do weaving.
5. have an old-fashioned South Dakota Christmas.
6. do PowerPoint projects on a South Dakota topic.
7. enact the Pony Congress.
8. work with Discovery Kits on South Dakota.
9. take a museum trip.
10. experience "History in a Trunk".
11. study housing styles of different South Dakota cultures.
12. listen to a speaker on edible South Dakota plants.
13. pick edible South Dakota plants to eat.

**ASSESSMENT:** Teachers in individual classes will evaluate the following:

1. displays
2. presentations (multimedia and oral reports)
3. dramatizations (including storytelling and oral interp
4. response papers
5. mural
6. map
7. essay/journal



A black and white collage of office-related items. At the top left is a clock face with numbers 1 through 12. A large, bold, sans-serif word is superimposed over the clock. To the right of the clock are several paper clips and a pen. Below the clock is a coffee mug with the words 'MILK' and 'BOSS' on it. To the left of the mug is a newspaper. At the bottom right is a small note that says 'memo: Meeting 10 am'.

# internships

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## **INTERNSHIP PROJECT**

**SCHOOL/DISTRICT:** Lake Area Multi District

**CONTACT PERSON:** Dianne Rider

**SUBJECT/PROGRAM AREA(S):** Health Occupations

**GRADE(S):** 11<sup>th</sup> - 12<sup>th</sup> grade

**PROJECT OBJECTIVES:** The students will produce a project that shows:

1. a strong connection to their internship career area.
2. a theme that is defined and clear.
3. organization.
4. content that is backed by research.
5. show effort on the student's part.
6. audience appeal.

### **DESCRIPTION:**

The Health Occupations students are instructed to choose a project to show what they have learned about a specific career. They are given a project sign up sheet with nineteen ideas to help them get started thinking about what project might be a good one for them. Other ideas for projects are encouraged.

### **MATERIALS AND RESOURCES:**

1. Armstrong, T. (1994). Multiple Intelligences in the Classroom (p. 125). Alexandria, VA: Association for Supervision and Curriculum Development
2. Seven Pathways of Learning (1994) Zephyr Press, Tucson, AZ



**INSTRUCTIONAL ACTIVITIES:** The students will:

1. sign up for a project approved by the instructor
2. develop the project during their four week internship
3. show the project to their classmates and instructor
4. evaluate their project

**ASSESSMENT:** The project will be evaluated by using a rubric.

**COMMENTS:** See attached Project Student Sign Up Sheet and Rubric for project that was developed for use in the classroom. I'm looking forward to seeing the projects that students create. When this assignment was given to the student it was met with a great deal more enthusiasm than the previously required in-depth report.

# Health Occupations Internship

## Project Student Sign Up Sheet

To show that I know about \_\_\_\_\_, I would like to:

- \_\_\_\_\_ write a report
- \_\_\_\_\_ do a photo essay
- \_\_\_\_\_ compile a scrapbook
- \_\_\_\_\_ do a case study of a client
- \_\_\_\_\_ put on a demonstration
- \_\_\_\_\_ do a statistical chart
- \_\_\_\_\_ develop an interactive computer presentation
- \_\_\_\_\_ research a disorder/disease
- \_\_\_\_\_ record interviews
- \_\_\_\_\_ design a mural
- \_\_\_\_\_ give a talk
- \_\_\_\_\_ develop a simulation
- \_\_\_\_\_ create a series of sketches/diagrams
- \_\_\_\_\_ set up an experiment
- \_\_\_\_\_ make a collage
- \_\_\_\_\_ produce a videotape segment
- \_\_\_\_\_ create a rap or song that encompasses the topic
- \_\_\_\_\_ teach it to someone else
- \_\_\_\_\_ develop a project not listed above \_\_\_\_\_

Description of what I intend to do:

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

# Health Occupations Internship

## RUBRIC FOR PROJECT

Name \_\_\_\_\_ Date \_\_\_\_\_

Project Format \_\_\_\_\_ Subject \_\_\_\_\_

### Connection shown between project and subject:

- ☐ Very strong connection
- ☐ Somewhat strong connection
- ☐ No connection shown

### Theme is defined and clear:

- ☐ Theme is very clear
- ☐ Theme is somewhat clear
- ☐ No theme is apparent

### Organization:

- ☐ Project is very organized
- ☐ Project is somewhat organized
- ☐ Project is not organized

### Content:

- ☐ Strong content in project backed by research
- ☐ Some content in project
- ☐ Little content in project

### Effort:

- ☐ Project shows good effort
- ☐ Project shows some effort
- ☐ Project shows little effort

### Audience Appeal:

- ☐ Very appealing to classmates and instructor
- ☐ Some appeal to classmates and instructor
- ☐ Little appeal to classmates and instructor

**Instructor Comments:**

## **WORLD OF WORK: INTERNSHIPS**

**SCHOOL/DISTRICT:** Northwestern School District

**CONTACT PERSON:** Kim Carson  
Beth Duerre

**SUBJECT/PROGRAM AREA(S):**

Integrated or individually used in any subject area  
Family and Consumer Sciences  
Guidance and Counseling

**GRADE(S):** 9<sup>th</sup> - 12<sup>th</sup> grade

**PROJECT GOAL:** To prepare students to participate in a 9-week, on site internship

**PROJECT OBJECTIVES:**

1. To complete and analyze various career assessment inventories
2. To research clusters and career related information
3. To practice oral and written communication skills
4. To recognize and demonstrate employability skills necessary in the work force
5. To complete an on-site internship

**CAREER READINESS/EMPLOYABILITY SKILLS:**

Interpersonal	Information	Resources	Technology
---------------	-------------	-----------	------------

**CAREER CLUSTERS:**

Social Services	Science	Art	Technical
Business Operation			

**PROJECT DURATION:** One year

## **MATERIALS AND RESOURCES:**

Internet  
Text Book – Succeeding in the World of Work  
Business and Community Members  
Department of Labor

Career World Magazine  
Computer  
Job Service  
Chamber of Commerce

## **INSTRUCTIONAL ACTIVITIES:**

1. See Attachment – World of Work Packet
2. Speakers
3. Portfolios
4. Small group projects
5. Internet research
6. Text activity ideas
7. Workbook ideas

## **ASSESSMENT:**

1. Numerous rubrics used for various projects during the first three quarters
2. Attached rubric shows evaluation used for basis of 4<sup>th</sup> quarter grade for on-site internship

# **NORTHWESTERN HIGH SCHOOL**

## **WORLD OF WORK**

### **Careers & Internship Class**

Careers & Internship Class provides an opportunity to link education and work on a continuous basis by bringing together all the stakeholders in a community to jointly discuss and decide an educational path for students. The core of the School to Work approach includes a change in the way students are taught by focusing on application rather than lecture, and by connecting students to the world in their community, state, and region.

The World of Work philosophy is one part of education reform and is systemic in nature. The active involvement of the workplace in becoming a learning environment will challenge students to higher academic skills and skill standards and will help them to better identify careers of interest to them. It is because of the World of Work goals that the Careers & Internship Class was created at Northwestern High School. The purpose of this program is to give junior and senior students an opportunity to expand their experience in the career cluster of their choice.

Every effort will be made by the coordinator to match the student's abilities and interests to a specified training site. The teacher-coordinator will consult with the site supervisor regarding training plans and evaluation of the student's progress. Any complaints will be made to the teacher-coordinator and any necessary adjustments will be made through the cooperation of the student, teacher-coordinator, and the training site supervisor.

The student, parent, site supervisor, teacher-coordinator, principal, and counselor will sign a TRAINING AGREEMENT, which is binding to all six parties. However, this training agreement may be canceled for sufficient cause at any time provided due notice is given to all parties concerned.

The student is to receive a variety of experiences while working at the training site. The student will work up to the agreed number of hours and on the agreed upon days of the week. The student will take the regularly scheduled school vacations.

The student is responsible for his/her own conduct and attendance while in training. If he/she is unable to report to the training site, it is up to the student to let the supervisor and teacher-coordinator know that he/she will be unable to be at work that day. The time missed is expected to be made up at a later date agreed upon by the student and training site supervisor. The training site is to treat the student just as they would an employee as far as tardiness, absences, etc. are concerned. Since this is to be a practical experience for the student, the training site has the privilege of personal interviews about work performance, absences, etc. The student will follow the dress code established by the training site.

**NORTHWESTERN HIGH SCHOOL**  
**WORLD OF WORK**  
**Careers & Internship Class**

**GUIDELINES FOR DEVELOPING IMPLEMENTATING,  
AND EVALUATING TRAINING SITES**

1. Contact local business
2. Explain course to business
3. Business agrees to participate in program
4. Advertise job openings in high school
5. Students pick up, fill out, and return applications to careers/internships instructor.
6. Interviews are conducted between employers and students.
7. A Training Agreement is signed by the business site trainer, student-trainee, student's parent, and teacher-coordinator, principal and counselor. A copy of this agreement is given to the business and to the student. The coordinator keeps the original.
8. Coordinator contacts business periodically in person and by phone to note the student's progress and evaluation
9. Coordinator contacts students for their opinion of their World of Work course experience. Students will have opportunities to convey this orally as well as in writing.

**NORTHWESTERN HIGH SCHOOL**  
**WORLD OF WORK**  
**Careers & Internship Class**

**TRAINING SITE PROCEDURES**

1. The training site supervisor needs to contact Northwestern School only if one of the following situations occur:
  - a. Unexcused absence from work site
  - b. Tardiness to work site
  - c. Inappropriate dress
  - d. Unprofessional conduct
  - e. Leaving the training site early

This information needs to be relayed within a timely basis so that corrections can be dealt with immediately. Messages may be left with Mrs. Young, the school administrative assistant, or you may ask to directly speak with Mrs. Kim Carson, the teacher-coordinator, if available. The number to call is (605) 887-3467 or 1-800-568-0909.

2. Students are not expected to report to training sites during snow days, holidays, or when school is not in session.
3. Students must check with the training site BEFORE they are absent for a school activity.



# **NORTHWESTERN HIGH SCHOOL**

## **World of Work Careers & Internship Class**

### **TRAINING SITE AND STUDENT EXPECTATIONS**

1. The student is expected to be at the training site at the appointed time and day.
2. The school will provide a World of Work Coordinator who will review with the training site supervisor on a regular basis.
3. The training site can at any time terminate a student if the situation is not working out or if the student is demonstrating poor performance.
4. Students are to have a variety of experiences which will assist them in making a career judgement concerning the selected site.
5. Students are expected to conduct themselves in a manner which complements the expectations of the training supervisor.
6. Students will dress appropriately.
7. Students will do nothing to disrupt the normal routine of the training site.
8. The training site supervisor agrees to notify the World of Work coordinator immediately of any problem which occurs that cannot be resolved by the training site supervisor.
9. Care needs to be taken by the training site supervisor to consider any unsafe conditions and correct them or avoid placing students in these situations.
10. The training site is not required to pay the student a wage for the time spent working during the internship. Northwestern School feels that as the training site employer, you will sometimes need to take time from your regular schedule to instruct and mentor the student assigned to you. This is considered payment. If at some point, however, you the employer, feel the student's work justifies payment, you are free to do so. If the employer wishes to continue the student's services after completion of internship hours, we recommend wage payments begin at that time.

**REQUIREMENTS FOR  
Entrance Into  
World of Work Internship Experience Program**

Students wishing to enroll in the program:

1. Must be a junior or senior at Northwestern High School.
2. Must be at least 16 years of age.
- \*3. Must have 5 or less absences in the previous semester. This is taken from the official attendance record through the school administration.
- \*4. Must have at least a 2.0 cumulative grade point average in Careers/Internship class.
- \*5. Must have at least a 2.0 cumulative grade point average.
- \*6. May need to allow a two to three hour block for the internship portion of the World of Work program. The internship portion will require one of the following: A) Two hours contact on-the-job work per class block normally scheduled, or B) Ninety minutes contact on-the-job work plus assigned homework options. Keep in mind that both options will require travel time. This amount of time will vary from student to student dependant on placement location.
7. Complete and submit the following to the World of Work Coordinator:
  - Letter of Application (cover letter)
  - Application (from workbook)
  - Resume
  - \*- Written request for negotiation on items 3, 4, 5, or 6. (If applicable.)
8. Complete an interview with Internship Selection Committee.
9. Complete an application with business(es) appropriate for internship.
10. Complete and interview with business for internship position.

\*Students may request that one or more of these items be given additional consideration by the World of Work committee. Through communication, extenuating circumstances may be negotiated by means of a conference between committee and student. This request MUST be in writing.

## REQUIREMENTS TO STAY IN World of Work Internship Experience Program

Students enrolled in the program:

1. May not have any unexcused absences from work.
2. Must maintain a C or better in the World of Work program. Student's grade is based on employer's and World of Work coordinator's assessments.
3. May change position only once during the internship program.
4. Will receive a grade toward graduation upon successful completion of the program.
5. Must follow all company and school policies and procedures.
6. Must demonstrate honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
7. Must submit weekly time sheets and monthly logs to the designated World of Work coordinator. Time sheets are due by 2 p.m. on the following Monday.
8. Must attend school to be able to attend work that day.

## GRADING SCALE FOR INTERNSHIP CLASS

80% Employer  
10% Monthly Journals  
10% Weekly Time Sheets

An absence is considered an absence in the following scale when a student is absent from the work site and **does not** make up the time missed at a later date. The make-up time needs to be a joint decision between the training site supervisor, the student, and World of Work coordinator. The make-up time needs to be completed as soon as possible and before the term ends. Attendance cannot raise a grade, but it can lower the grade depending upon the following absences.

A - 0  
B - 1  
C - 2  
F - 3 or more

\*School activity absences will not count towards these.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
World of Work Coordinator  
Signature

**Northwestern High School  
World of Work**

***Internship Agreement***

Student's Name \_\_\_\_\_

Social Security Number \_\_\_\_\_ Birthdate \_\_\_\_\_ Age \_\_\_\_\_

Student's Address \_\_\_\_\_

Telephone \_\_\_\_\_

Emergency Contact \_\_\_\_\_ Telephone \_\_\_\_\_

Training Site \_\_\_\_\_ Department \_\_\_\_\_

Address \_\_\_\_\_

Training Site Supervisor \_\_\_\_\_ Position \_\_\_\_\_

Dates of Training Period: From \_\_\_\_\_, 199\_\_ to \_\_\_\_\_, 199\_\_

Daily Time Period: From \_\_\_\_\_ to \_\_\_\_\_

Career Objective \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **RESPONSIBILITIES**

### **The STUDENT-INTERN agrees:**

1. To determine with the training site supervisor, a work schedule during the 8 week period.
2. To be regular in attendance at the training site.
3. To perform his/her training site responsibilities and classroom responsibilities in an efficient manner.
4. To show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
5. To conform to the rules and regulations of the supervising office.
6. To furnish the teacher-coordinator with necessary information about his/her training program and to complete all necessary reports. A work schedule must be turned into Mrs. Carson previous to the start date for each time period designated.
7. To consult the teacher-coordinator regarding any difficulties arising at the training site or related to his/her training program.
8. To be responsible for the travel to the training site, as agreed upon through school administration.
9. To be present at the job site 90-120 minutes during each green or gold school day, dependant on negotiations previously determined.

### **The TRAINING STATION agrees:**

1. To provide a variety of work experience for the student-intern that will contribute to the attainment of his/her career objective.
2. To endeavor to train the student-intern for the agreed number of hours each day and each week for the entire training period.
3. To determine with the student-intern, a work schedule during the 8 week period.
4. To assist in the evaluation of the student-intern.

5. To provide time for consultation with the teacher-coordinator concerning the student-intern and to discuss with the teacher-coordinator any difficulties the student-intern may be having.
6. To provide available instructional material and occupational guidance for the student-intern.
7. To identify basic skills that the student-intern may be lacking.
8. To provide attendance information to the teacher-coordinator in a timely manner. (When a student-intern is absent, the training student supervisor will contact the teacher-coordinator immediately.)

**The TEACHER-COORDINATOR agrees:**

1. To see that necessary related classroom instruction is provided in areas indicated as needed by the employer.
2. To make periodic visits to the training station to observe the student-intern, to consult with the employer and training supervisor and to provide any needed assistance with training of the student-intern.
3. To assist in the evaluation of the student-intern.
4. To provide liability and workman's compensation information to the training station.

**The PRINCIPAL & COUNSELOR agree:**

1. To participate in the selection process of applicants into internship program.
2. To aid teacher-coordinator in contacting business sites for student-interns.
3. To conduct administrative issues pertinent to the internship program.

**The PARENT agrees:**

1. To read internship packet and be informed about its policies.
2. To give permission for his/her child to participate in the internship program.

ADDITIONAL COMMENTS:

We, the undersigned, agree to act in accordance with the above listed responsibilities of the internship program.

By \_\_\_\_\_  
World of Work Coordinator

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Training Site Supervisor

\_\_\_\_\_  
Student-Intern

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Date



**Northwestern High School  
World of Work  
Careers & Internship Class**

*CONFIDENTIALITY FORM*

\_\_\_\_\_  
Date

I, \_\_\_\_\_, a participant in the World of Work Youth Work Experience Program, acknowledge that I have been informed that I may come into contact with privileged and/or confidential information while at the training site.

I hereby understand and promise that I will not divulge any privileged or confidential information to anyone including classmates and relatives. If I break this promise, I will be subject to disciplinary action, including termination of my participation in this program and will be responsible for damages arising from any irresponsible actions on my part.

\_\_\_\_\_  
Student-Intern

\_\_\_\_\_  
Training Site Supervisor

\_\_\_\_\_  
World of Work Coordinator

# Job Shadowing



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## **CAREER EXPLORATION AND JOB SHADOWING**

**SCHOOL/DISTRICT:** Marion School District

**CONTACT PERSON:** Karla Harms

**SUBJECT/PROGRAM AREA(S):** Career Guidance  
Family and Consumer Sciences

**GRADE(S):** 9<sup>th</sup> – 12<sup>th</sup> grade

### **PROJECT GOAL:**

Students will arrange a Job Shadow in an area they have shown interest and aptitude and have researched. They will use appropriate Internet resources, computer aptitude and interest survey programs, and word processing skills to create a research paper that is grammatically and technically correct. They will rehearse and perfect their telephone skills before contacting a potential job-shadowing site and make personal arrangements to that job shadow. They will use interviewing skills and observation skills while on the job shadow and they will prepare a thank you letter to their job shadow when finished.

### **PROJECT OBJECTIVES:** Students will:

1. Complete an interest inventory.
2. Research a career they are interested in.
3. Prepare a research paper including:
  - a) job title and DOT number,
  - b) job description,
  - c) training and/or education required,
  - d) job outlook,
  - e) job location,
  - f) salary ranges,
  - g) advancement opportunities, and
  - h) qualifications.
4. Prepare and practice a telephone script to be used when contacting potential job shadows including but not limited to:
  - a) introduction of self and project,
  - b) name of shadow person,
  - c) address of company,

- d) time and day,
  - e) any special requirements including clothing, lunch arrangements, and
  - f) any other pertinent information.
5. Review and revise a prepared list of potential job shadow questions.
  6. Compose and type a thank you letter to their job shadow including what they liked, how their day benefited them in their career decisions, and any other personal information they would like to add.

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

Resources	Information	Interpersonal	Technology
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### **CAREER CLUSTERS:**

Arts	Business Contact	Business Operations
Science	Social Services	Technical

**PROJECT DURATION:** 7 - 10 days

### **MATERIALS AND RESOURCES:**

Computer Lab/Internet Access	Library Resources
Occupational Outlook Handbook	Telephone books/Telephones
Career Materials	Guidance Counselor
AAL Career Counselor CD ROM	Sample question sheet
Librarian	

### **INSTRUCTIONAL ACTIVITIES:**

Complete and print out the interest inventory from the AAL Career Counselor and include in their final project. Demonstrate the use of the OOH and other career materials. Visit the library to determine where the appropriate materials are kept and how to use the card catalog. Use the Yellow Pages of phone books to find possible job shadow locations. Use the Internet to find career information.

### **ASSESSMENT:**

Rubric Assessment	Job Shadow Experience
-------------------	-----------------------

## JOB SHADOWING RUBRIC

<b>INTEREST INVENTORY</b>	50	_____
<b>CAREER PAPER</b>		
1. Job Title and DOT Number	10	_____
2. Job Description	90	_____
a. Training and/or education	20	
b. Job outlook	20	
c. Job location	20	
d. Salary ranges	10	
e. Advancement opportunities	10	
f. Qualifications	10	
3. Grammar	10	_____
4. Sentence Structure	20	_____
5. Spelling	20	_____
<b>TELEPHONE SCRIPT</b>	50	_____
<b>JOB SHADOW QUESTIONS</b>	50	_____
<b>THANK YOU LETTER</b>	100	_____
1. Proper business letter format	40	
2. Timely manner	20	
3. Grammar	10	
4. Sentence Structure	10	
5. Spelling	10	
6. Typed	10	
<b>TOTAL</b>	<b>500</b>	_____



## JOB SHADOW PROGRAM AGREEMENT

Student Name \_\_\_\_\_  
Business \_\_\_\_\_ Telephone Number \_\_\_\_\_  
Address \_\_\_\_\_  
Sponsoring School and Department \_\_\_\_\_  
Shadow Day(s) and Time(s) \_\_\_\_\_

The following agreement needs to be read carefully by the student and parent(s)/guardian. Information needs to be filled out completely and signed by each party of the agreement. Each may want to keep a copy for his/her files. Return the agreement to the appropriate supervisor before your shadow takes place.

### The Student Agrees to:

- Be on time and attend as scheduled.
- Notify the appropriate supervisor in case of absence, lateness or illness, in advance.
- Exercise honesty, courtesy, has a cooperative attitude. Respect company rules.
- Exercise proper health and grooming habits. Dress appropriately for the business culture.
- Is open, willing to learn, accept direction and constructive criticism.
- Notify the appropriate supervisor of any problems, issues, or questions.
- Be responsible for having this Agreement and the Verification filled out, signed by the appropriate people and turned in as soon as the Shadow is completed.

### The Parent/Guardian Agrees to:

- Support the student in the placement experience and the responsibilities of it.
- Give permission for the student to participate fully.
- Give permission for the student to leave the school campus for the placement.
- Arrange for transportation if necessary to and from the placement site.
- Accept all liability and responsibility for the student's travel to and from the placement site.
- Support the student in being responsible for meeting obligations in relation to the placement experience as well as those in relation to regular classes.
- Accept responsibility for any negligent actions on the part of the student.
- Authorize any emergency medical care and/or procedures deemed necessary.
- Assume all related medical and/or emergency costs.

### All Parties Understand and Agree the Student Will Be:

- Covered by the District's Workers' Compensation Insurance for injuries incurred during the scope of this placement, but that time-loss payments are not applicable and the student is not entitled to time-loss payments.
- Covered by the District's general liability insurance during the scope of this placement for unintentional bodily injury or property damage to a third party.

Transportation Type to be Used \_\_\_\_\_  
Student Covered by Auto Insurance      yes \_\_\_\_\_ no \_\_\_\_\_  
Name of Company \_\_\_\_\_  
Address \_\_\_\_\_  
Policy Number \_\_\_\_\_  
Agent's Name \_\_\_\_\_ Telephone Number \_\_\_\_\_  
Student Covered by Medical Insurance    yes \_\_\_\_\_ no \_\_\_\_\_  
Name of Insurance Company \_\_\_\_\_  
Address \_\_\_\_\_  
Policy Number \_\_\_\_\_  
Agent's Name \_\_\_\_\_ Telephone Number \_\_\_\_\_

Students are accepted and placed without regard to age, disability, national origin, race, marital status, parental status, religion, or gender.

Today's Date \_\_\_\_\_

Shadow for Semester 1 \_\_\_\_\_  
Shadow for Semester 2 \_\_\_\_\_

\_\_\_\_\_  
Student's Name (print)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's/Guardian's Name (print)

\_\_\_\_\_  
Parent's/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appropriate Supervisor's Signature

\_\_\_\_\_  
Title / Building

## JOB SHADOW EMPLOYER AGREEMENT

Business \_\_\_\_\_ Date \_\_\_\_\_  
Address \_\_\_\_\_ Telephone No. \_\_\_\_\_  
Employer/Employee to be Shadowed \_\_\_\_\_  
Job Shadow Date and Time \_\_\_\_\_

### The Employer/Employee Agrees to:

- Have the student follow and observe regular and other relevant work activities.
- Provide a safe and positive learning environment for the student.
- Talk with the student about the career/job, answer questions, and share experiences.
- Determine that commercial general liability insurance for business (including liability arising from student activities at the worksite) is in effect.
- Notify the student and parent(s) well ahead of time if the scheduled placement needs to be changed.
- Understand that the student is covered under the District's Workers' Compensation Insurance for injuries incurred during the scope of this placement.
- Understand that the student is covered by the District's general liability insurance during the scope of this placement for unintentional bodily injury or property damage to a third party.
- Mail or FAX this agreement back to the address or number below before the actual Job Shadow occurs.

\_\_\_\_\_  
Employer/Employee Signature

Please mail or FAX to:

Business Insurance Information

\_\_\_\_\_  
Name

\_\_\_\_\_  
Insurance Company

\_\_\_\_\_  
Title

\_\_\_\_\_  
Address

\_\_\_\_\_  
School

\_\_\_\_\_  
Agent Name and Number

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
General Liability Policy Number

\_\_\_\_\_  
City, State and ZIP

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
FAX



## JOB SHADOW VERIFICATION

This form needs to be filled out and signed at the time you have completed your placement. Make sure the Employer/Employee you shadowed completes and signs her/his part. Return the form to the appropriate supervisor when you return to school.

Student's Name \_\_\_\_\_  
Business Site \_\_\_\_\_  
Employee Being Shadowed \_\_\_\_\_  
Title \_\_\_\_\_  
Date of Placement \_\_\_\_\_  
Career (or Career Cluster) Shadowed \_\_\_\_\_

This is to verify the above student did indeed complete the agreed Job Shadowing experience and did so in good standing.

Comments:

\_\_\_\_\_  
Employer's/Employee's Name (print)

\_\_\_\_\_  
Employer's/Employee's Signature

\_\_\_\_\_  
Student's Name (print)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Appropriate Supervisor's Name (print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title / Building

## **GROUNDHOG JOB SHADOW DAY**

**SCHOOL DISTRICT:** Artesian School District

**CONTACT PERSON:** Linda Whitney

**SUBJECT/PROGRAM AREAS:** English

**GRADES:** 10<sup>th</sup> grade

### **PROJECT GOAL:**

To engage students in a close-up look at how skills they learn in school are put into action in the workplace.

**PROJECT OBJECTIVE:** Students will:

- research and choose a career.
- job shadow a business person in the career of their choice.

### **INSTRUCTIONAL ACTIVITIES:**

Students investigated careers in which they are interested based upon results of career assessments they had taken in the past and also information in their portfolios. The students narrowed down their choices to one career they wanted to learn more about.

The first thing the students had to do after they chose their career was to research that career and write a report for their English class. The students did research, a rough draft and a final draft including sources. As the school counselor, I had each student write down the career they wanted to shadow and any particular place they had in mind. The students were limited to careers in the Mitchell-Huron area. My goal was to have everyone in the class shadow on February 2, 1999.

Once I knew what each student wanted to shadow I began to contact employers. There are twenty-eight students in the sophomore class and most of their choices were easy to find shadowing experiences. The most difficult one was a student who wants to be a magician. I did find a person in Woonsocket who is a magician that was willing to visit with the student. All but eight students shadowed on February 2<sup>nd</sup>. One student

shadowed a pilot and went the day after I phoned the company. He had a chance to fly to St. Paul and back. Within a two-week period before and after February 2<sup>nd</sup>, all of the sophomores had a shadowing experience. Some of the careers the students shadowed were: carpenter, physical therapist, nurse, occupational therapist, physical therapy assistant, diagnostic imaging technician, radio disc jockey, elementary teachers, anesthesiologist, newspaper reporter, nuclear medicine technician, physician's assistant, computer technician, robotics technician, chiropractor, veterinarian, veterinary assistant, game warden, financial manager, engineer and livestock salesbarn worker.

As part of their assignment the students then needed to write a thank-you letter to the people they shadowed.

The students were then assigned a reaction paper about their shadowing experience. They were to indicate whether this was a career they would investigate further or if they found that this was something that they would no longer consider. There was only one student who didn't like the first place that she shadowed. She is interested in being a financial manager and so she first shadowed at a hospital in several of their business offices. She later told me that she wanted more to do with investments.

### **PROJECT ASSESSMENT:**

The students evaluated the project anonymously. Some of the comments the students made on the evaluation:

"I wish I could have gone to Sioux Falls because I think I would like to write for a bigger newspaper."

"You have to learn to deal with a lot of very sick and dying people."

"Keep on doing it, it's a great experience!"

"This was a very great experience for me."

"I have a better idea of this job."

"It was a lot of fun and a great learning experience."

"I enjoy being around people and being able to help them."

"They make some good money but I still have two years to decide yet."

"I like planes and flying them."

"I'm going to look around some more."

"I liked going to people's houses and putting computers together."

"I found that if you're not on top, the job isn't as good."

"There really wasn't anything that wasn't interesting."

"I was having fun so I wished we could have shadowed longer."

## COMMENTS:

The English teacher and I were very happy with the comments made by the students. The whole experience was a very valuable one for everyone.

Some of the older students commented on the fact that they didn't have the opportunity to do this even though students are encouraged to shadow. All they have to do is contact me and let me know what area they would like to investigate and I try to set up a time for them. They aren't even counted absent from school when they shadow. A lot of the student commented that they put it off and don't think about it if it isn't an assignment for a class.

The sophomores commented that they would like to shadow again. The younger classes are looking forward to their opportunity. This was definitely a worthwhile class project and one that the English teacher and I plan to use in the years to come. It teaches students research skills, communication skills, networking skills, and also helps them see the importance of academic skills as they pertain to the careers which interest them. My main goal was to help students make better class choices in their junior and senior years. I feel that through this integrated class project my goal for these students has been realized. I have had more students looking at post-secondary education catalogs so that they can see what classes they will need to take when they pursue their career goal. They are making more informed class selections.

I would recommend the shadowing program to everyone. It has been a win-win situation for all involved.

## **VISITING A JOB SITE**

**SCHOOL/DISTRICT:** Sioux Falls School District

**CONTACT PERSON:** Doug Hoisington

**SUBJECT/PROGRAM AREA(S):** All Subjects

**GRADE(S):** 9<sup>th</sup> – 12<sup>th</sup> grade

### **PROJECT GOAL:**

Students will choose a career and then visit a job site and research a specific occupation.

### **PROJECT OBJECTIVES:** Students will:

1. choose a career to research. Sometimes it is better to try new things a little before you do them all the way. This is true for choosing a career.
2. spend a minimum of four hours with an employee at a job site in the career they have chosen.
3. observe the skills needed to successfully do that specific career.
4. ask appropriate questions using the worksheet provided.

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

Students will use basic reading, writing, listening and speaking skills. They will also have to make decisions, problem solve, and use reasoning skills. The personal qualities necessary to complete this assignment are responsibility, self-management, integrity, courtesy, dependability and the ability to work with a minimum amount of supervision. They must analyze relevant information and demonstrate their skill on the use of the computer and the Internet.

### **CAREER CLUSTERS:**

The student will learn a process that will allow him/her to explore all the career clusters.

**PROJECT DURATION:**

The time will depend on the teacher. This project can be broken into smaller time allotments to fit the teacher and course.

**MATERIALS AND RESOURCES:**

Access to a computer and the Internet  
Utilization of a community network for development of job shadow sites

**INSTRUCTIONAL ACTIVITIES:**

1. Opening Discussion: Ask the students to list all the possible options available to them after high school graduation
2. Student completes the "Ideal Life Styles Inventory" on-line and print the results (Web site given on attached sheet)
3. Student chooses an occupation to shadow
4. Student locates and prints a copy of the "Worksheet for Visiting A Job Site" Web site given on attached sheet
5. Student completes job shadow experience and "Worksheet for Visiting A Job Site" and returns it to teacher

**ASSESSMENT:** The assignments can be individually graded or can be a part of one grade. The teacher will assign the number of points for each section.

## VISITING A JOB SITE

### ☐ Overview

Doing new things in life is great. Sometimes it is better to try new things a little before you decide to do them all the way. This is true for choosing a career. In this exercise you will choose a career and then visit a job site to research if this specific career is for you or not.

### ☐ Objectives

- Choose a career to shadow.
- Spend a minimum of four hours at a job site with an employee in the career you have chosen.
- Observe the skills needed to successfully do that specific career.
- Ask appropriate questions using the worksheet provided.

### ☐ Procedure

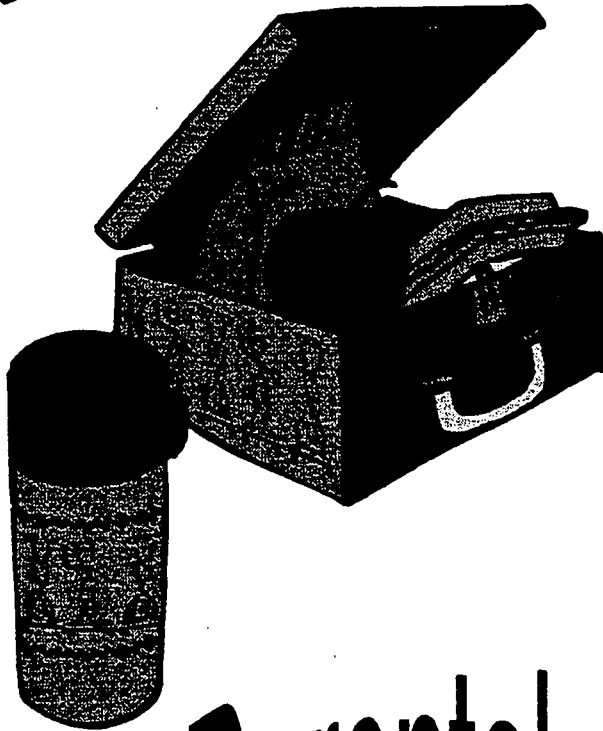
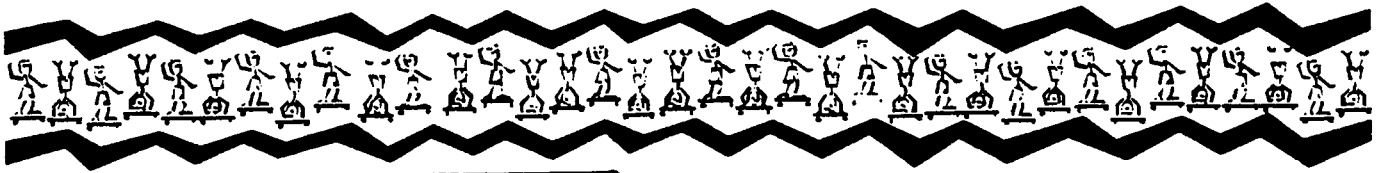
- ① Open the discussion by asking the students to list all the possible options they have after high school graduation. Some of the obvious answers will be:
  - ✓ 4-year degree – College and beyond
  - ✓ 2-year degree – Associate Degree Institutions
  - ✓ Diploma – Proprietary Schools
  - ✓ Military Training
  - ✓ Apprenticeship Training
  - ✓ On the Job Training
- ② Complete the “Ideal Life Styles Inventory” on-line and print the results.
  - [www.bgsu.edu/offices/careers/process/exercise.html](http://www.bgsu.edu/offices/careers/process/exercise.html)
  - Discuss how life styles affect careers and vice-versa.
- ③ Have each student choose an occupation they would like to shadow for 4 hours and locate a business that would allow them to shadow an employee.

- 4** Have the students locate and print a copy of the “Worksheet For Visiting A Job Site”.

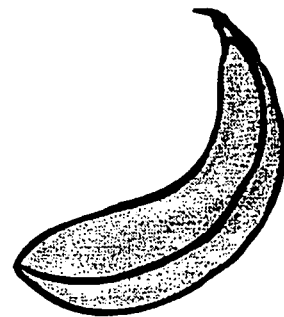
- ⇒ [www.bridges.com](http://www.bridges.com)
- ⇒ choose CX-98 USA
- ⇒ Choose Professional
- ⇒ Log on (Deb – I have a 30 day free trial. This program has a license fee attached)
- ⇒ At Today’s Headlines – scroll down to the Dec. 1 date and select it.
- ⇒ At Dec. 1 – Today’s Headlines choose
  - The Future, Education and the Job Outlook
  - Choose Discovering Careers That Fit You
  - Scroll down almost to the end and choose IS-49: Worksheet For Visiting A Job Site and print it.

- 5** Have the students take this worksheet with them to the worksite and complete the questions and return it to you.





# Parental Involvement



## INVOLVING PARENTS AS PARTNERS IN EDUCATION

**SCHOOL/DISTRICT:** Beresford School District

**CONTACT PERSON:** Ed Evenson

**SUBJECT/PROGRAM AREA(S):** All areas

**GRADE(S):** 9<sup>th</sup> – 12<sup>th</sup> grade

### PROJECT GOAL:

To have parents become more aware of what is involved in the Tech Prep program

### PROJECT OBJECTIVES:

The parents will be able to explain and understand what the Tech Prep program is designed to do by being able to communicate on an evaluation survey "What are the essential components of the Tech Prep program."

### CAREER CLUSTERS:

Business Contact  
Social Service

Business Operations  
Technical

Science  
Arts

### CAREER READINESS/EMPLOYABILITY SKILLS:

Information  
Technology

Interpersonal

Resources

Systems

**PROJECT DURATION:** On-going

## **INSTRUCTIONAL ACTIVITIES:**

- Write a monthly newsletter to parents explaining the Tech Prep program.
- Conduct an annual Tech Prep information night for parents.
- Conduct an annual career fair for students and parents.
- Have students shadow their parents at work for a day or ½ day.
- Have parents shadow their child at school for a day or ½ day.
- Have parents take part in a monthly parent/student Tech Prep board meeting.
- Have parents as guest speakers in the classroom on their job.
- Have parents help teachers design field trips.
- Conduct a family night at the school when parents and their children attend sessions run by teachers and media specialists on technology in the school, becoming life-time readers and choosing and learning about a hero or a role model (add more sessions of your choosing).
- Conduct parent-student breakfasts and have a brief speaker on one component of the Tech Prep program.
- “Invite” parents to come to school for any reason that you choose.

## **PROJECT ASSESSMENT:**

The parents will send back to the school a brief questionnaire on the components of the Tech Prep program. This survey will be sent to every family in the school district via the school newsletter.

## **PARENTS AS PARTNERS IN CAREER EDUCATION**

**SCHOOL/DISTRICT:** Brookings High School

**CONTACT PERSON:** Donna Doss

**SUBJECT/PROGRAM AREA(S):** Career Guidance--Parental Involvement

### **PROJECT GOAL:**

Increase parental awareness and involvement in career planning for their children. This project relates primarily to parents. Staff will be encouraged to incorporate parental involvement through surveys, interviews related to assignment and conferences.

### **PROJECT OBJECTIVES:**

1. Develop a functioning advisory council
2. Provide parents with career guidance information that relates to classroom activities and post-high planning
3. Build awareness of career resources and technology (CHOICES, Dept. of Labor, web sites, and guidance materials)

### **DESCRIPTION:**

Show relation between testing and career planning. This project is a multi-faceted approach to involve parents in career planning for their children. Research shows students of involved parents achieve more, attend school more regularly, and show more positive attitudes.

### **MATERIALS AND RESOURCES:**

1. Parents as Partners in Career Education – 2<sup>nd</sup> edition
2. CHOICES and start-up kit materials
3. Testing manuals and interpretation materials
4. Brochures, etc. from School-to-Careers workshops

### **INSTRUCTIONAL ACTIVITIES:**

1. Present parent programming utilizing school-to-careers materials from the Parents as Partners workshop, CPS and other testing materials, CHOICES, Department of Labor and guidance resources.
2. Prepare displays for conferences.
3. Present at PTA, orientation nights, and staff inservices.
4. Invite parents to post-high day and career fair.

### **ASSESSMENT:**

1. Post-program feedback sheets
2. Needs assessments
3. Feedback from advisory committee and PTA parents

**COMMENTS:** This is a very broad-scoped project. There are many materials that I did not have room to list. I feel fortunate that Brookings has many parents as partner activities in place, but realize we can do a much more complete job. I realize change will take time and it may take time to build up the numbers of participating parents. I am optimistic that our efforts to involve parents in the career planning of the children will be beneficial.

# PARENTS AS PARTNERS IN CAREER EDUCATION

## Timeline

### SEPTEMBER

Back-To-School Night. Currently, there are large group presentations followed by an abbreviated schedule of classes.

\* During study hall parents and students, plus seniors with a free period would have a brief overview of career planning, view the ACT video "Realizing the Dream", and perhaps do an activity such as the Party Game. The brochure Preparing Your Teen for a Successful Career – 10 Tips for Parents could be included in the parent folder. parents will be invited to attend parent programs, conferences, etc. throughout the year.

### OCTOBER

Testing information would be included in the high school newsletter.

- Post-testing workshops for parents could be scheduled after results are received. CHOICES could also be demonstrated. Tests given this month are CPS (9<sup>th</sup>), PLAN (10<sup>th</sup>, opt.), PSAT (11<sup>th</sup>, opt.), and ACT and SAT.

Post-High Planning Day is held \* Parents could be invited to attend, however, space could be a problem.

### NOVEMBER

Parent Teacher Conferences. \* Portfolios, test information, career brochures, and CHOICES display could be set up in gym. CHOICES could also be scheduled throughout conference for demonstrations in the library MAC lab.

### DECEMBER

- CPS results are usually back, as well as the ASVAB results for juniors. Parent information nights could be held. A preview night for registration could be held.

## JANUARY

Financial Aid Night will be held for seniors and parents. \*Information could be presented as well on financial aid and scholarship searches on CHOICES and the WEB site for the Department of Labor. The resource called the Bookmark lists DOL websites.

## FEBRUARY

1. Eighth grade student/parent orientation night includes a welcome video, presentations by the principal and a counselor on graduation requirements, registration and four-year plans, as well as lots of other information.
2. Representatives from classes and activities are available to ask questions.
3. Format could be revised, but works quite well.
4. Junior post-high materials are distributed. \* A parent night could be held for parents and students. Mini-sessions could relate to our junior Post High Planner; examples are the application process, financial aid and scholarships, military information, the college campus visit, etc. At that time CHOICES and web sites could be introduced. \*Spring conferences could have displays also.

## MARCH

Rotary Career Fair for juniors. \*Could invite parents, have at night for both, or have two sessions during day and night for convenience. One drawback is time from Rotary members.

## APRIL

- We are presenting CT Preparation Workshops.

## MAY

Awards Night for seniors and their parents.

In addition to these ideas we can communicate through our high school newsletter, the district newsletter, and by direct mailings to parents. The PTA has also piggybacked programming on nights of school activities and has had positive response, so this may be another option. I hope to collaborate with the PTA in these efforts to involve parents as partners.

## **TODAY'S YOUTH AND TOMORROW'S CAREERS SEMINAR**

**SCHOOL/DISTRICT:** Edgemont School District

**CONTACT PERSON:** Patrick J. Smith

**SUBJECT/PROGRAM AREA(S):** Parents of children in any grade level

### **PROJECT GOAL:**

Give parents and guardians the knowledge and information they need to better guide their children through the career decision-making process.

### **PROJECT OBJECTIVES:**

To reinforce the parent's influence, assistance and communication skills on their children's career choices by:

- A. exploring the work world and understanding employment projections
- B. presenting post-secondary education and training opportunities
- C. highlighting options for students interested in entering the labor force right after school.

### **CAREER CLUSTERS:**

Business Contact  
Technical

Business Operations

Social Service

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

Information  
Systems

Interpersonal

Resources

Technology

**PROJECT DURATION:** A 3-hour interactive workshop presented by myself, a middle school Social Science/Life Skills instructor



## **MATERIALS AND RESOURCES:**

1. Start-Up Kit – Presenter's Guide
2. Video Tape
3. Parent Notebook
4. Helping your Child Choose A Career book
5. Additional Helping Your Child Choose A Career books
6. The New Realities – Parent's influence, assistance and communication
7. The Work World – Employment projections, occupational information and workbook activities
8. Career Preparation/Additional Schooling – Post secondary education, college applications, and financial aid
9. Career Preparation/Earning While Learning – Post high school/labor, apprenticeships, military and federal civil service

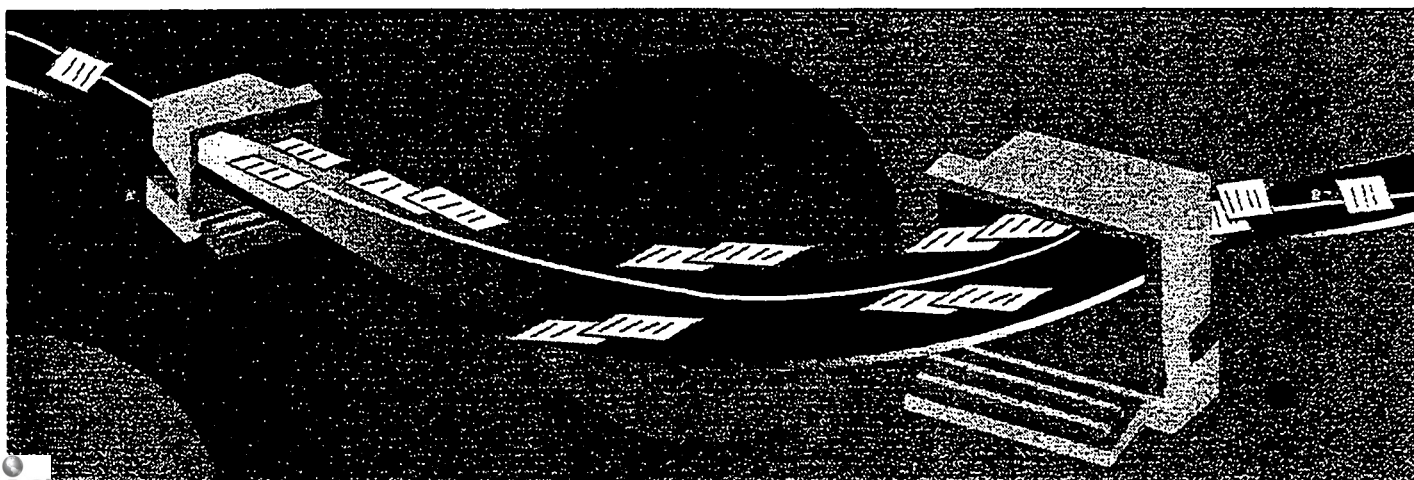
## **INSTRUCTIONAL ACTIVITIES:**

- Interactive Instruction and Discussion
- Question and Answer Review
- Workbook Activities
- Choices Computer System (Optional)
- Video Tape – Audio/Visual Exploration

## **PROJECT ASSESSMENT:**

Long term projection feedback from students and parents on the effectiveness of the seminar in relation to their career decisions and influence in education decisions.

# Portfolios



## **AN ELECTRONIC AUTOBIOGRAPHY**

**SCHOOL/DISTRICT:** Marion School District

**CONTACT PERSON:** Keith McVay                      Karla Harms  
Linda Kotzea                      Tim Russell

**SUBJECT/PROGRAM AREA(S):** Computer I

**GRADE(S):** 9<sup>th</sup> – 12<sup>th</sup> grade

### **PROJECT GOAL:**

Students will write an autobiography to put into their Career and Life Planning Portfolio. This will include using a digital camera for a current photograph, the use of the scanner for childhood photographs, the computer program Photoshop to process those photos, and word processing for composing the text.

**PROJECT OBJECTIVES:** Students will:

1. use the digital camera to develop a current photograph of themselves.
2. use the scanner and appropriate software to prepare a childhood photograph for use in their autobiography.
3. use Claris Works Drawing to create a cover to use for the autobiography.
4. use word processing to develop the text for their autobiography.
5. make any changes or corrections from their rough draft before turning in their final project.
6. use the final project as a part of their life plan portfolio

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

Information                      Technology

### **CAREER CLUSTERS:**

Arts                      Business Contact                      Business Operations  
Science                      Social Services                      Technical

**PROJECT DURATION:** 2 - 3 weeks

**MATERIALS AND RESOURCES:**

Computer Lab	Digital Camera	Childhood Photos
Computer Software	Scanner	
- ClarisWorks Drawing		
- ClarisWorks Word Processing		
- Adobe PhotoShop		

**INSTRUCTIONAL ACTIVITIES:**

Classroom instruction and hands-on experience was completed on the individual computer programs before the start of this project. Students worked individually with the equipment and were free to seek the assistance of the instructor during their class time.

**ASSESSMENT:** Autobiography requirements sheet

## COMPUTER I

NAME \_\_\_\_\_

### AUTOBIOGRAPHY

Each student must write an autobiography.

1. Two type written pages in length
2. Must contain at least 5 pictures
3. One of the pictures must be taken with the digital camera for a now picture
4. The rest of the pictures must be scanned and made presentable with the use of photo shop to put into the paper. The pictures need to be saved on a disk and saved as type pic.
5. A cover needs to be made for the autobiography, ClarisWorks Drawing should be used.
6. A rough draft must be handed in first without the pictures.
7. It will be graded on writing and the presentation of the cover and the pictures.

## **DEVELOPMENT OF A WORKABLE CURRICULUM AND CAREER PORTFOLIO: HIGH SCHOOL**

**SCHOOL/DISTRICT:** Parker High School

**CONTACT PERSON:** RaNelle Ingalls

**SUBJECT/PROGRAM AREA(S):** All areas

**GRADE(S):** Middle School and High School

### **PROJECT GOAL:**

1. Connecting the educational experiences with real world experience is the main goal of School-To-Work and a comprehensive portfolio system can keep each individual student on track for their future goals.
2. Develop a comprehensive curriculum and career portfolio for the student to use which will contain vital information for post-secondary planning and life skill identification and collect information for future classroom work.
3. From the material/item being collected the student and guidance counselor can identify areas of interest and focus on future aspirations and goals

### **PROJECT OBJECTIVES:**

1. Provide students with career/job information early in their education in order to show them that the skills they learn in school are the same skills they will use in the real world of work.
2. Continue to provide students with career/job information from the beginning of their high school career in ninth grade through their final days as a senior.
3. Provides students with a "starting point"
4. Students can use the portfolios to help them make decisions on which path to follow after high school: vocational/technical institute, college/university, military training, and employment.

## **CAREER READINESS/EMPLOYABILITY SKILLS:**

- Provide an opportunity for educators and employers to work together to show students that the education they receive in school will prepare them to work in a job they can look forward to working at each day.
- Allows each students to explore their own level of career readiness and what skills they possess to perform certain jobs.
- Gives students a sense of "ownership" in their education and a connection tool from school to the work place.
- Allow students to hear from individuals directly involved in certain career fields so that they have accurate information about training, education, wages, other opportunities, etc. Employers are directly involved in the educational process by supervising and mentoring young students in a career field.

## **CAREER CLUSTERS:**

### Middle School

- Each student should begin to identify which career cluster houses the student's main interests/experiences/abilities.
- Identify jobs/careers that may suit the student's interests/experiences/abilities

### High School

- Students will have identified what jobs and careers they are interested in, with the preliminary work already completed in elementary school and middle school.
- Provide the students with direction if their experience in that area does not work out as originally planned.

## **PROJECT DURATION:**

On continual basis throughout the student's high school career. Once the student has completed high school, the information collected in the portfolio will be given to the student.

## **MATERIALS AND RESOURCES:**

Career portfolios will contain the following items/materials:

career/job information	samples of course work
personal biography	standardized test scores
college entrance exam test scores	military scores
resume/cover letter	teacher/site supervisor evaluations
personal evaluation of job shadow experiences	research/handout information from speakers or visiting a work site

#### Resources used to gather information

1. teachers
2. library research
3. labor market information center
4. AAL Career Counselor software
5. Internet sites with career/job information
6. guidance counselor presentations
7. classroom units on career awareness and exploration
8. Peterson's College guide computer search
9. military information
10. college/university recruiters
11. on-site visits with colleges/universities

#### INSTRUCTIONAL ACTIVITIES:

##### Middle School

1. Curriculum and career planning
2. Continued identification of career clusters and the jobs/careers categorized in each
3. Develop job shadowing experiences for students in the community on a small-scale (2 hours at a business site with site supervisor)
4. Discuss high school credits required for graduation and how to choose coursework that is appropriate to each student.
5. Discuss work responsibilities and identify skills associated with particular jobs.
6. Evaluate student progress based on course work.
7. The Real Game – unit of career awareness and real life activities in a Family and Consumer Sciences (FACS) class
8. Classes relating education skills such as writing, speaking, communication, etc., with work related skills
9. Classroom guidance activities provided by the guidance counselor in the area of career awareness related to personal abilities and aptitude testing

##### High School

1. Curriculum and career planning for high school students
2. Exploration of jobs/careers already identified by the student in the career clusters
3. A class designed for students to study the expectations of a work site followed by a 2-3 week job shadow at three different sites
4. Discuss high school graduation requirements and continued evaluation of the student's choice in course work to ensure it coincides with post-secondary plans.
5. Further develop transferable skills necessary for the work place
6. If the portfolio material is directly related to a School-To-Work class, the student will engage in an evaluation of the required assignments.
7. Mentorships
8. Job Shadowing
9. Classes relating education skills such as writing, speaking, communication, etc. with work related skills



10. Classroom guidance activities provided by the guidance counselor in the area of career awareness related to personal abilities and aptitude testing
11. Individual meeting with the guidance counselor to discuss future plans and classroom scheduling

#### **ASSESSMENT:**

In order for this project to be a success, teachers, students, guidance counselors and administrators must understand the premise behind the portfolio system. Staff members will have the opportunity to attend inservices that explain the purpose of the project and students will be kept up-to-date each year on any changes to the portfolio system. Students will be able to update and change information to suit their individual needs on an ongoing basis several times a year.

The administrators and/or School-To-Work committee, to ensure that the portfolios are meeting specific standards and to help new staff become aware of the current portfolio system, will review the project on an annual basis. In the Parker School District, the guidance counselor will house the project and distribute portfolio folders as part of classroom guidance and work with teachers to gather the necessary portfolio information.

## EMPLOYMENT PORTFOLIO

**SCHOOL/DISTRICT:** Lake Area Multi District

**CONTACT PERSON:** Dianne Rider

**SUBJECT/PROGRAM AREA(S):** Health Occupations

**GRADE(S):** 11<sup>th</sup> - 12<sup>th</sup> grade

### PROJECT GOAL:

The students will develop an employment portfolio to assist them when seeking employment.

**PROJECT OBJECTIVES:** Students will:

1. fill out an application form.
2. create a resume.
3. write a cover letter.
4. write a thank you letter.

### DESCRIPTION:

The employment portfolio will provide the students with the tools to successfully apply for employment.

### MATERIALS AND RESOURCES:

VICA (Vocational Industrial Clubs of America) Resource Materials  
Choices, computer career program  
Darla Backrony, SD Job Service, Guest Speaker

**INSTRUCTIONAL ACTIVITIES:**

Students will:

1. participate in a lecture/discussion with a SD Job Service Representative.
2. fill out an application form correctly and neatly.
3. create a resume that reflects the student's qualifications.
4. write a cover letter to a prospective employer.
5. write a thank you letter to be used after an interview with a prospective employer.

**ASSESSMENT:** The portfolio will be evaluated by using a rubric.

**COMMENTS:** The students are encouraged to use a previous resume and update it, if one is available. Most students have never been required to create their own resume. Many students do use the materials they have developed in class to apply for summer and full time positions.

## **HIGH SCHOOL GAME**

**SCHOOL/DISTRICT:** Wessington Springs School District

**CONTACT PERSON:** Charlotte Mohling

**SUBJECT/PROGRAM AREA(S):** All areas

**GRADE(S):** 8<sup>th</sup> grade

**PROJECT GOAL:** Students will be able to:

1. explain state and local requirements for successful completion of high school.
2. explain state requirements for entrance to a state-supported university and/or technical institute.

### **DESCRIPTION:**

After an introductory questionnaire, each student will explore the requirements for attendance at and graduation from Wessington Springs High School. He/she will also explore the requirements for a Regents scholar and for attendance at a South Dakota University and/or South Dakota technical institute.

### **MATERIALS AND RESOURCES:**

1. Where Do I Stand Today? Worksheet
2. The High School Game Worksheet
3. Wessington Springs Registration Book (your local registration book)
4. "Education and Career Planning" folder, *My Career and Life Planning Portfolio*

## **INSTRUCTIONAL ACTIVITIES:**

The class has discussed careers and the South Dakota career clusters. Following the activity, they complete their four-year secondary plan in the "Education and Career Planning" folder of the South Dakota My Career and Life Planning Portfolio. Before they begin their actual plan, time is spent discussing various programs and offerings in the school and how they would fit individual career plans. I recommend having the counselor and several senior students available to help with the four-year secondary plans.

## Where Do I Stand Today?

Answer the following questions with a “yes” or “no.”

1. I know what job/career I want to pursue after high school graduation.
2. I know what career cluster in which this job/career is classified.
3. I know what classes I need to take in high school to be prepared for this job/career.
4. I know what additional education beyond high school it takes to prepare for this job/career.
5. I know what a credit is.
6. I know what classes are required at Wessington Springs High School to graduate.
7. I know what it takes to be a Regents Scholar.
8. I know what is required to enter a Board of Regents University in South Dakota.
9. I know how many courses I must take at WSHS each year.
10. I know what an elective course is.

## THE HIGH SCHOOL GAME

When will you graduate?

How many credits do you need to graduate?

What is a credit?

How many English credits are required to graduate?

How many science credits are required to graduate?

How many mathematics credits are required to graduate?

How many social studies are required to graduate?

How many computer science credits are required to graduate?

How many fine arts credits are required to graduate?

How many elective credits do you need to take to graduate?

What courses are required of a 9<sup>th</sup> grader?

What courses are required of a 10<sup>th</sup> grader?

What courses are required of an 11<sup>th</sup> grader?

What courses are required of a 12<sup>th</sup> grader?

If you want to attend a Board of Regents supported university in South Dakota, how many credits of required courses do you need to take in high school?

English

Science

Mathematics

Social Studies

Computer Science

Fine Arts

If you want to be a Regents Scholar, what requirements do you need to meet?

At Wessington Springs High School there are certain guidelines you must follow as you register for courses each year.

How many academic credits must you take if you are enrolled in only band?

How many academic credits must you take if you are enrolled in both band and chorus?

How many academic credits must you take if you are not enrolled in either band or chorus?

When may you "drop" a course for which you have already registered?

Who must approve your registration worksheets?



## MY CAREER – CHOICE, NOT CHANCE

**SCHOOL/DISTRICT:** Webster School District

**CONTACT PERSON:** Barbara Ohleen

**SUBJECT/PROGRAM AREA(S):** Career Exploration/  
Writing Across Curriculum

**GRADE(S):** 10<sup>th</sup> grade

### PROJECT GOAL:

Students will develop a better understanding of the career exploration process and personal preferences through research and writing.

**PROJECT OBJECTIVES:** Students will:

- prepare a composition on a career interest area.

### CAREER CLUSTERS:

Business Contact  
Technical

Business Operations  
Science

Arts  
Social Service

**PROJECT DURATION:** 4 - 5 class periods

### MATERIALS AND RESOURCES:

Right Choice Magazine  
OOH  
SDOOH  
Military Careers Book  
Internet Web Sites  
4 Year & 2 Year College  
Resource Books

Careerways  
DOT  
GOE  
Book of Popular Majors  
Department of Labor Projections Tabloid  
Others as identified by individual students

**INSTRUCTIONAL ACTIVITIES:**

Students will:

1. examine individual portfolio content to review personal information
  - transcripts
  - test results
  - interest surveys
  - career planning updates
  - other – special projects, reports, collection, applications, resumes, etc.
2. examine and review their previous career cluster choices.
3. complete interest survey (Careerways).
4. research career updates and labor market trends of possible career choices.
5. utilize a variety of resource materials to provide career/job information relating to possible career choice.
6. utilize resource information and personal input to generate a 1-2 page composition entitled “My Career – Choice, Not Chance”.

**ASSESSMENT:**

Classroom English instructor will evaluate the compositions and assign points to the essays based on the rubric to include:

- organization,
- content,
- possible career choice and what career choice is based on (interest, skills, experience, cluster assignments, etc.),
- nature of the work,
- training needed, cost, admissions requirements, location of training,
- labor market forecast,
- grammar appropriateness.

**COMMENTS:** Worthwhile activity. Initially, students were engrossed in reviewing their portfolios with definite interest in past surveys from 7<sup>th</sup> and 8<sup>th</sup> grades and then comparing with CPS and PLAN results. As students used additional paper and computer based resources, they gained better understanding of themselves and career options. The activity and process also provided an additional opportunity to compose a short paper. Writing across the curriculum has become a North Central Accreditation target area of emphasis for the middle and high schools this school year.

## **PORTFOLIOS IN THE CLASSROOM**

**SCHOOL/DISTRICT:** Lennox Schools

**CONTACT PERSON:** Mary Stack

**SUBJECT/PROGRAM AREA(S):** Written Communications  
(This is a required sophomore English class.)

### **PROJECT GOAL:**

To keep a portfolio in order to see progress and to help students to take responsibility for and have ownership in career decisions.

### **PROJECT OBJECTIVES:**

1. Capture the best work of each students
2. Serve as a tool for students and employers

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

- Communication skills (in the “real world,” good grammar equals intelligence),
- Workplace skills (15 important personal skills for success, such as teamwork and leadership), and
- Life skills (self-esteem, goal setting, motivation, listening, budgets, etc.)

### **CAREER CLUSTERS:**

- Value assessments and their relationship to the job, and
- career interest surveys and careers identification/ high school course schedules for clusters.

**PROJECT DURATION:** One semester (18 weeks)

## **MATERIALS AND RESOURCES:**

Choices

Educational Opportunities in South Dakota

"Chronicle" Databooks

\*anything relevant to the World of Work

Careerways

SD Cluster information

## **INSTRUCTIONAL ACTIVITIES:**

1. Working through communication-, work-, and life-skills
2. Student discussion and brainstorming of best ideas

## **ASSESSMENT:**

1. Completion of 100 page "collecting device" – to become a Career Portfolio to show best work.
2. Major project from 2 classes to show talents/skills

## PORTFOLIOS IN THE CLASSROOM

The PORTFOLIO starts out as a collecting device. We plan to collect 100 items during the course of the semester that will relate to three areas: communication skills, workplace skills and life skills. Some skills examples are listed below but must not be limited to only one category.

### COMMUNICATION SKILLS:

Spelling  
Subject-Verb Agreement  
Pronoun Usage  
Verb Usage  
Oral Interview Techniques

### WORKPLACE SKILLS:

Leadership  
Organization  
Teamwork  
Negotiation  
Problem Solving  
Logical Thinking  
Career Research  
Job Application

### LIFE SKILLS:

Cooperation  
Social Poise  
Consideration of Others  
Self Control  
Tolerance  
Honesty  
Enthusiasm  
Budgets

At the end of the semester the group brainstorms which items would be most useful in job application and for a potential employer's evaluation. These 12-15 items become part of a Career Portfolio. Some example items may include:

Values Assessment	Career Interest Survey
4 Year High School Plan	Career Research Project
Self Identification Essay	List of References
Sample Application Form	Sample Resume
Sample Cover Letter	Sample Follow-up Letter

Also included in the portfolio will be two major projects from other classes, such as math, science, art, geography, family and consumer science. Students and teachers work together to decide which projects show the students best work/talent. Along with the project, an evaluation must be filled out to show how this activity relates to real life outside of school.

## **SOUTH DAKOTA CAREER PLANNING PORTFOLIO**

**SCHOOL/DISTRICT:** Chamberlain School District

**CONTACT PERSON:** Sandy West

**SUBJECT/PROGRAM AREA(S):** All subject areas

**GRADE(S):** 8<sup>th</sup> – 12<sup>th</sup> grade

### **PROJECT GOAL:**

Career Planning Portfolio will help students make informed decisions about their present and future education and career goals and plans.

### **PROJECT OBJECTIVES:** Students will:

1. have chosen a career cluster(s) and job families that match their interest and abilities
2. use the career-planning portfolio for registration proposes
3. have a portfolio including test scores, resume, transcripts and other materials to take with them after high school graduation.

### **CAREER READINESS/EMPLOYABILITY SKILLS:**

Information  
Technology

Interpersonal

Resources

Systems

### **CAREER CLUSTERS:**

Business Contact  
Social Services

Business Operations  
Technical

Science  
Arts

### **PROJECT DURATION:**

This ongoing project will cover a student's educational career from grades 8-12. Students will take their portfolio with them upon graduation.

## **MATERIALS AND RESOURCES:**

1. South Dakota Career Planning Portfolio
2. Individual material for each student, this may include CPS assessment, transcript of grades, ASVAB results, and report cards

## **INSTRUCTIONAL ACTIVITIES:**

Homeroom teachers will:

1. distribute Career Planning Portfolio.
2. distribute student's individual materials that are available and store in portfolio.
3. do career cluster activity inside portfolios.
4. point out to students the other parts inside the portfolio (activities, honors and experiences).
5. encourage students to put more information in portfolio as needed.
6. use the Career Planning Portfolio during registration.
7. collect, file and store in their classroom.

## **ASSESSMENT:**

Each student must have a portfolio in his or her homeroom. Homeroom teachers are responsible for checking each student's portfolio to make sure the student is doing the required activities.

# **THE MADISON HIGH SCHOOL AND MIDDLE SCHOOL CAREER PORTFOLIO**

**SCHOOL/DISTRICT:** Lake Central School District

**CONTACT PERSON:** Craig Peterson, School-To-Work Coordinator

**SUBJECT/PROGRAM AREA(S):** Develop activities for Madison High  
School's Career Portfolio

**GRADE(S):** 9<sup>th</sup> – 12<sup>th</sup> grade

**PROJECT GOAL:** To implement activities in homerooms for school year 1999-2000

## **PROJECT OBJECTIVES:**

1. Develop portfolio activities using state portfolio in the eighth grade that will be transferred to grades 9-12
2. Identify goals and collect data that will provide direction in developing portfolio activities for Madison High School and Madison Middle School
3. Use goals and data to prepare for implementation in year 1999-2000

## **DESCRIPTION:**

The Lake Central School District understands the importance of a portfolio program. For the 1998 school year we have participated as a pilot school for the State's new portfolio. It has been my task as coordinator and contact person for the school district to assist in all activities related to this project. The enclosed narrative describes this process.

## **MATERIALS AND RESOURCES:**

1. The South Dakota Portfolio
2. Career related material-identified in the narrative
3. Computer disks and digital camera information



## **INSTRUCTIONAL ACTIVITIES:**

Eighth grade students have completed the following activities:

1. The eight year educational plan
2. Career cluster identification
3. Honors and awards
4. High school registration material

These activities will be transferred to the high school and planning continues in the development of high school portfolio activities.

**ASSESSMENT:** This will not be graded. It is our intention to provide students with a working portfolio. However, it will be assessed using a checklist to assure that students are completing the assigned tasks.

**COMMENTS:** During the past 6 months a number of developments have taken place. A high school committee has been formed and the high school faculty has been surveyed. Curriculum planning will continue and it is our intention to implement next year. This is a major task and undertaking that will undergo many changes during the following months.

## **CURRICULUM DEVELOPMENT ACTIVITIES CLASS EXPLORATION AND PROFILE**

The Lake Central School District is in its seventh year of Tech Prep and fifth year of School-To-Work activities. The title of our STW system is Classrooms to Careers. Existing STW programs continue to be improved while efforts are continually being made to expand the system in new directions. During the first five years of development and planning, much attention has been given to work-based learning activities and connecting them to school-based learning. Success stories include SCANS identification, trimester scheduling, mentoring, job shadowing, implementation of a career exploration class, and applied academic courses in math and English. Unfortunately, our high school career portfolio program has lacked direction and coordination. Its use has been very limited.

In the spring of 1998 we were invited as one of the 25 schools, to pilot the new state portfolio. My role has been to act as coordinator and contact person to the state. It was decided that the Lake Central School District would use the new portfolio to explore its potential and identify activities that could be adapted for implementation. Several people were given the task to develop this. These individuals included Dennis Germann, High School Principle, Barb Hoff, Middle School Consumer Health and Science teacher and myself. Barb Hoff's selection was based on her knowledge and expertise on the use of the portfolio. She has been using portfolios in the Middle School for the past six years, where students use three ringed binders for portfolio projects and related assignments. Therefore, it was decided that we would use the new portfolio in the eighth grade where it would be under Barb's direction and control. Her main task was to identify what contents should be included in the portfolio for transition to the high school, and to develop activities that students could use to update the portfolio while in high school. This "link" previously missing, would mean that incoming freshman would be prepared to use the portfolio. These activities could then be integrated into grades 9 – 12 for further development.

During the past six months, eighth grade students have used the new portfolio. Activities under the direction of the STW coordinator and consumer health and science teacher include work on the 8-year educational plan, career cluster identification, honors and awards, and high school registration material. Based on workshop information and our own analysis, these activities will form the foundation of the high school portfolio.

In the past, implementing portfolio activities, in grades 9 – 12 has been difficult. With these obstacles in mind it was decided that a "High School Portfolio Committee" be formed to investigate why problems exist and how they might be remedied. The five-member committee includes two English teachers, the high school consumer health and science teacher, the high school principal, and the STW coordinator.

The initial committee meetings reviewed the middle school's progress and established that planned activities were absolutely necessary for the portfolio. It was also agreed that the design and content material of the new portfolio was satisfactory. It was also decided that homeroom teachers would have to assist in implementing activities. This might be achieved during the Student Responsibility Period or during homeroom meetings designated for portfolio projects. The committee then developed the following goals:

- A. Develop activity guidelines based on:
  - Continuation of activities used in Middle School
  - High School projects not yet determined
- B. Identify materials that should be included in the portfolio
- C. Identify times within the trimester when activities should take place
- D. How can teacher commitment be developed?
- E. What instrument should be used to measure the success of this program?
- F. Where should portfolios be stored?

Once the above goals were established, it was decided to survey the faculty. The purpose being twofold. First, it allows the faculty the opportunity to express their thoughts and ideas about these goals. This would involve them in the decision-making process and help to establish ownership in the process, a goal already identified. Secondly, it might generate additional ideas and insights missed by the original committee.

The survey results combined with additional committee meetings provided the following information:

- A. Portfolio contents might include:
  - a. career information collected by students outside of classroom activities
  - b. Choices results
  - c. CPS documents
  - d. Coop 2000 information
  - e. mentorship logs and evaluations
  - f. job Shadowing information
  - g. ACT scores
  - h. ASVAB scores
  - i. high School registration forms
  - j. best practices of writing – NCA Written Communication Goal
  - k. FAFSA documents
  - l. computer documents – floppy disk and digital camera information
  - m. Career Exploration class documents
  - n. letters of recommendation

- B. Scheduling times for portfolio activities:
  - a. at the conclusion of each trimester
  - b. at the beginning and end of each trimester
  - c. during registration
  - d. special events warranted by student need
  - e. a combination of any of the above
- C. Portfolio storage:
  - a. in homerooms
  - b. in a central location
- D. Measurement of portfolio's success:
  - a. Each portfolio would have a checklist for homeroom teachers to evaluate. This evaluation might be included on transcripts. This checklist would review mandatory information:
    - 1. individual Career Development Plan
    - 2. CPS documents
    - 3. best practices
    - 4. career cluster identification
    - 5. test scores
    - 6. high school registration forms
- E. Portfolio activities:
  - a. The Portfolio Committee should develop activities with assistance from:
    - 1. Classroom to Careers adult advisory board
    - 2. Classrooms to Careers student advisory board
    - 3. high school faculty

The results of this survey will be presented to the above groups for review. Planning will continue using the collected data. At the present time it has been decided to implement portfolio activities during the next school year. It is possible that time will be set aside during teacher inservice, either this spring or during fall inservice to provide teacher training.



# Standards Based Curriculum

## **STANDARDS-BASED CAREER EDUCATION PROGRAM**

**SCHOOL DISTRICT:** Aberdeen School District  
Howard-Hedger Elementary and Simmons Jr. High

**PARTICIPANT:** June T. Tuff

**SUBJECT/PROGRAM AREAS:** All areas

**GRADES:** 4<sup>th</sup> – 9<sup>th</sup> grade

### **PROJECT GOAL:**

My two-year professional development goal (1998-99 and 1999-2000) is to select and implement a plan to meet the career domain of the National Standards for School counseling at the fourth through eighth grade level.

Lois Walpole and I developed a needs survey, based on the National Standards, to give to junior high teachers. We are using the results to guide our career program.

### **PROJECT OBJECTIVES:**

I attended three Tech Prep/School-To-Work workshops and have networked with colleagues in other districts. I participate in a ninth-grade Real Games pilot at Simmons Junior High and have discussed transition and career education with Simmons Junior High counselor, Lois Walpole. I have studied the National Standards for School counseling and have used them as a guide and rationale for the following suggestions. Based on the information I have at this time, I offer my suggestions for career curriculum at the 4<sup>th</sup> through 9<sup>th</sup> grade level in Aberdeen. A team or advisory committee should be formed to decide on implementation of a K-9 program.

### **MATERIALS/RESOURCES:**

- The Young People's Occupational Outlook Handbook
- Partnership with community business, industry or government
- ACK! magazine
- "I Can Make A Difference" program
- "Get Real" program
- Materials from the Labor Market Information Center

## **INSTRUCTIONAL ACTIVITIES:**

### **The Overall Goal for grades K-6 is Career Awareness**

The suggestions address the following domains of The National Standards for School Counseling.

**Standard A—Career Development** **Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

**Competency Area: Develop Career Awareness**

Students will:

- learn about the variety of traditional and nontraditional occupations
- learn how to interact and work cooperatively in teams
- learn how to make decisions
- learn how to set goals
- understand the importance of planning

**Competency Area: Develop Employment Readiness**

Students will:

- acquire employability skills such as working on a team, problem-solving, and organizational skills
- learn how to respect individual uniqueness in the workplace (school)
- develop a positive attitude toward work and learning
- understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workspace
- utilize time- and task-management skills

**Standard B—Career Development** **Students will employ strategies to achieve future career goals with success and satisfaction.**

**Competency Area: Acquire Career Information**

Students will:

- know the various ways which occupations can be classified
- describe traditional and nontraditional occupations and how these relate to career choice

**Standard C—Career Development** **Students will understand the relationship between personal qualities, education, training, and the world of work.**

**Competency Area: Acquire Knowledge to Achieve Career Goals**

Students will:

- understand the relationship between educational achievement and career success
- explain how work can help to achieve personal success and satisfaction
- understand that work is an important and satisfying means of personal expression



**Competency Area: Apply Skills to Achieve Career Goals**

Students will:

- learn how to use conflict management skills with peers and adults
- learn to work cooperatively with others as a team member

**Note: The counselor is not the career program. The career program is conducted by classroom teachers and staff, the principal, the parents, the DARE officer, and other community members as well as by the school counselor.**

**Suggestions:**

At the very minimum, I would encourage classroom teachers to point out career links as they teach their regular curriculum. It may be helpful for counselors or someone to do a brief in-service to update the staff on our combined task in career preparation at the elementary level.

A better plan is to send a team of teachers, grades 4-6, to a Best Practices workshop so they can catch the vision of what can be done at the elementary level to prepare students for the future. From this base, collaborate with the counselor concerning elementary career development/career awareness. There are many good plans in our state, and of course, we cannot do it all. Deuel School District's (Clear Lake) National Planning For Life award-winning program and Watertown's do-able program should be program should be considered by our staff. (I have copies of both programs)

Use the School-To-Work grant to order *The Young People's Occupational Outlook Handbook* for each classroom grades 4-8 and a copy for the library. Teachers and counselors should encourage students to use the book when they express interest in a career. Display the book during February (Job Shadowing Day) or April. Have the librarian do a book display on careers during the same month. More books on careers should be purchased.

Continue our school-wide emphasis on character traits and help students understand the link to the world-of-work.

Use the school newsletter to refer parents to our lending library for resources on helping their child succeed. Possibly offer a session (or use our Meet and Munch luncheon) on "Helping Your Child With Homework." Order booklets or pamphlets to be distribute at the parent meeting.

Consider a partnership with a community business, industry or government. The **Adopt-A-School** program benefits the school and the community. Acquire parent volunteers to assist with implementation. This could be with Manor Care.



## Classroom Guidance Topics related to Career Competencies

### **1<sup>st</sup> Grade**

School readiness, handling frustration and anger, and character traits.

### **2<sup>nd</sup> Grade**

Getting along with others (how to handle bullies, difficult people), anger management and character traits.

### **3<sup>rd</sup> Grade**

Conflict Management training and continued reference to character traits.

### **4<sup>th</sup> Grade**

Show the five career videos during second semester. The children in the videos who conduct the interviews seem to be about fourth grade level and the sophistication of the production seems better suited to this level. The emphasis is on the academic and personal skills that are necessary in various careers, thus reinforcing the link that exists between school and the world of work and hopefully motivating students to want to learn. The videos are based on a slightly different grouping concept than the clusters concept. I don't think it will hinder their future understanding of the clusters groupings presented at junior high and high school level.

Have at least one representative of a career group (preferably a parent of the students) visit to reinforce the message of the video and answer questions. April would be ideal for the visits to replace the Take-A-Child-To-Work objectives. A special emphasis on gender equity should be given.

Meet and Munch on "Helping Your Child with Homework."

### **5<sup>th</sup> Grade**

Use **ACK!** Magazine and activity book as my guidance curriculum. Other guidance goals, such as a review of conflict management, bullying, respect, responsibility, etc. can be integrated.

Collaborate with 4<sup>th</sup>-6<sup>th</sup> grade teachers concerning the ACKtivity book. Point out that the ACKtivities can be supplemental lessons in math, science, social studies, and art so that when they teach the related lessons they can make reference to how it ties in to specific career fields. Especially at the fifth grade level, ask the teacher to use as many Acktivity lessons as possible. The ACK! Magazines must remain with the school to be reused each year, but the ACKtivity books will become the property of the students.

Expand the **"I Can Make A Difference"** program. I have used the journal with the students to focus on acts of kindness. However, that is only part of the picture. A larger benefit would be to do a service learning project with Manor Care (Nursing home across the street from Howard-Hedger). Manor Care is a rich educational resource we have allowed to lapse. I would like to see our 5<sup>th</sup> graders partner up with senior citizens. The young and old would equally benefit from this alliance. The students could meet and learn from the people holding various jobs at the Manor as well as learn from the senior citizens about what they did for work. This could provide a great discussion back in the classroom on how things have changed and it will broaden the student's career awareness. The glitch is collaboration and planning time to make it happen. Ask for help from the PTA.

Supplement the DARE discussion on decision-making with a guidance lesson that includes applying the skills to career decisions.

#### 6<sup>th</sup> Grade

Continue with an emphasis on transition to junior high. Conduct conflict resolution and bullying review lessons including the issue of sexual harassment at school and work. I suggest all the elementary schools have an emphasis on goal-setting (short-term and long-range), learning styles, study skills and attitudes. A self-assessment and acceptance of responsibility for learning is demonstrated in an introductory letter to their future 7<sup>th</sup> grade team teachers.

Mr. Bemis, a sixth grade teacher in Watertown piloted "Get Real" (an elementary variation of Real Games). With our new math and language arts and upcoming new science curriculum, I am not sure we would have teachers willing to use this approach of teaching their core subjects while also moving students along the career awareness path.

Continue the Meet & Munch focusing on asset building and sharing about our transition efforts especially in regard to study skills, "Dear Teacher" letters and learning styles.

### **The goal for Grades 7-10 is Career Exploration**

The suggestions meet the following domains of The National Standards for School Counseling.

**Standard A—Career Development** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**Competency Area: Develop Career Awareness**

**Students will:**

- develop skills to locate, evaluate, and interpret career information
- learn about the variety of traditional and nontraditional occupations
- develop an awareness of personal abilities, skills, interests, and motivations
- learn how to set goals
- understand the importance of planning
- pursue and develop competency in areas of interest

**Competency Area: Develop Employment Readiness**

**Students will:**

- demonstrate knowledge about the changing workplace
- learn about the rights and responsibilities of employers and employees
- learn how to write a resume
- develop a positive attitude toward work and learning
- understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- utilize time- and task-management skills

**Standard B—Career Development** **Students will employ strategies to achieve future career goals with success and satisfaction.**

**Competency Area: Acquire Career Information**

**Students will:**

- apply decision-making skills to career planning and course selection
- know the various ways which occupations can be classified
- use research and information resources to obtain career information
- learn to use the Internet to access career-planning information
- describe traditional and nontraditional occupations and how these relate to career choice
- understand how changing economic and societal needs influence employment trends and future training

**Competency Area: Identify Career Goals**

**Students will:**

- assess and modify their educational plan to support career goals
- use employability and job readiness skills in shadowing and/or other world of work experiences
- select course work that is related to career interests
- maintain a career-planning portfolio

**Standard C—Career Development** Students will understand the relationship between personal qualities, education, training, and the world of work.

**Competency Area: Acquire Knowledge to Achieve Career Goals**

Students will:

- understand the relationship between educational achievement and career success
- explain how work can help to achieve personal success and satisfaction
- identify personal preferences and interest which influence career choices and success
- understand that the changing workplace requires lifelong learning and acquiring new skills
- describe the effect of work on lifestyles
- understand the importance of equity and access in career choice
- understand that work is an important and satisfying means of personal expression

**Competency Area: Apply Skills to Achieve Career Goals**

Students will:

- demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals
- learn how to use conflict management skills with peers and adults
- learn to work cooperatively with others as a team member
- apply academic and employment readiness skills in work-based learning situations such as shadowing, and/or monitoring experiences

### **7<sup>th</sup> Grade**

During the fall month, focus on making the transition to Junior High. Review conflict resolution and bullying lessons so students can integrate their elementary lessons into their new learning environment. Cover how and what to report concerning harassment at school or work. Do a review of learning styles and study skills and attitudes. Consider using video from Curriculum Center "Keys to School Success" or "Effective Study Skills: Success in the Classroom." Collaborate with a classroom teacher to require note taking and turning the notes into study guides for at least three weeks. Collaborate with another teacher on requiring students to use the SQ3R textbook reading method for another three weeks. Place a special emphasis on organizational skills, time management and use of the Planners. Teach students to know when and how to ask for help when needed.

Students write an essay "What Taking Charge of My Life Means". Include it in their portfolios along with their vision statement.

Classroom teachers continue with the career units currently employed until we have time to solidify a new plan.

The projected goal is for the counselor to conduct classroom guidance lessons on careers. Classroom teachers will continue their input on careers.

The "Party" career activity is used to discover what career type they may be.

"Careerways" Interest Inventory is administered to introduce the six career clusters. Students are introduced to the People-Data-Ideas-Things concept.

Students receive career cluster pamphlets and choose which clusters they are interested in.

Career portfolios are described and students complete initial information for the portfolios. Students learn the difference between job, occupation and career.

Those who wish to may do job shadowing through Take-A-Student-To-Work Day in April ([www.ms.foundation.org/](http://www.ms.foundation.org/)) or "Job Shadowing Day" on Groundhogs Day. (See [www.jobshadow.org](http://www.jobshadow.org)) The students will have an interview sheet, which must be completed with the person they shadow. They must give a summary report to their homeroom class the following day. Perhaps the schools would have girls do their job shadowing in April and boys do theirs in February. The shadowing experience for girls is designed to combat the decline in self-confidence and motivation which girls tend to experience around the age of eleven. (*Reviving Ophelia* speaks to this issue.) The national Search survey results on assets indicate that students drop in their number of assets after sixth grade.

### 8<sup>th</sup> Grade

Use **Real Games**. Students write an evaluation of their Real Game experience and include it in their Portfolios. Real Games can be co-led by classroom teachers and the counselor. Have the math teachers' assist for the calculating part. Ideally, in at least one session, use ninth-grade peer helpers to assist in calculating if they have been through the activity the year before. The class I assisted with this year was very frustrated and confused by this part of the activity and peer-tutors would have been helpful.

Have math teachers use the lesson "Math After High School." Where will I ever use this stuff?" April is Mathematics Education Month so perhaps they would like to do the lesson during that month.

Contact Dodie Bemis, Northeast STW/Tech Prep Coordinator, to train community members to lead the “**Choices**” program. Leaders speak to the classes about work and the skills/attitudes necessary to succeed. I’m not sure if this would be best at eighth grade or fall of the ninth grade year.

Students complete a simple inventory “Identify Your Career Cluster.” In conjunction with a classroom (does not have to be language arts), students complete an information sheet and present on a cluster.

Preregistration meetings are used to introduce the Gold Book. Discuss each part of the book and show how it connects to career clusters. Help students make a tentative list of classes to take. Begin completing Individual Career Plan (ICP). Be sure students understand credits and graduation requirements.

**9<sup>TH</sup> Grade** (although not originally part of my goal, I include 9<sup>th</sup> grade for purpose of seeing the complete K-9 picture.)

Give the state-mandated CPS Interest Inventory.

Interpret the results in classrooms

Conduct a parent information night (See attached)

Cluster Choice—give each student a career pamphlet(s) according to the results of their CPS

Introduce students to career resources—hard copy and Internet

Provide material from the Labor Market Information Center such as “Reading the Signs of Occupational Outlook in South Dakota 1994-2005.” (Check to see if this is used in 10<sup>th</sup> grade.)

Research paper is done in 9<sup>th</sup> grade language arts

Conduct preregistration meetings wherein students:

- review and update their Individual Career Plan (ICP)

- review all information in their career portfolio

- review requirements for 10<sup>th</sup> grade and beyond

- make a list of tentative classes to take next school year

Registration for classes

Career guidance/counseling as requested for individual students

## **TIMBER LAKE ELEMENTARY SCHOOL CAREER DEVELOPMENT PLAN**

**SCHOOL/DISTRICT:** Timber Lake School District

**CONTACT PERSON:** Diana Holzer

**SUBJECT/PROGRAM AREA(S):** All areas

**GRADE(S):** Kindergarten through 12<sup>th</sup> grade

### **PROJECT OBJECTIVES:**

1. Create a comprehensive index of the materials and instructional activities currently available in our school;
2. Determine appropriate grade levels for those many materials and activities;
3. Establish a continuity in the career guidance program that would allow student knowledge of careers to build as their years in school progress;
4. Write a plan in a format that would easily allow for additions of new materials and ideas; and
5. Draft the plan so that it would be easily understood by the community.

### **DESCRIPTION:**

In order to serve the needs of our students in becoming productive citizens of the adult world, career education of students must begin in Kindergarten and continue throughout life. It is our purpose to create in our students a curiosity about life, a confidence in one's own abilities, and empathy for helping others, so that future success for these students will be easily achieved.

### **MATERIALS AND RESOURCES:**

The Real Game  
Career Books  
Career Alphabet Book

Children's Dictionary of Occupations  
Career Cluster Chart  
SD Comprehensive Guidance Counseling  
Program Model



## INSTRUCTIONAL ACTIVITIES:

The elementary career guidance program focuses on career awareness; that is, teaching students about the various careers available to them. Because so many of the jobs that our elementary students will have upon completion of high school have not even been created yet, the focus of our elementary program will be more on the job families than on specific jobs themselves. Within the guidance program, the majority of the year is spent emphasizing the development of self-concept and strong character; these concepts are then used as the foundation for developing career awareness.

### SCHOOLWIDE (GRADES K-6)

- Through interdisciplinary lessons, classroom teachers at each grade level will incorporate much discussion of a specific career cluster into their subject area lessons (ie: social studies, science, language, etc.). Each grade level will focus on:
  - K – all 6 career clusters briefly touched on
  - 1. Social services
  - 2. Arts
  - 3. Science
  - 4. Business Contact
  - 5. Technical
  - 6. Business Operations

The guidance department could offer assistance by organizing field trips to various businesses, guest speakers with knowledge of specific careers within that cluster, etc.

- With the assistance of the guidance department, each classroom teacher could create an index of all careers/jobs mentioned within a grade's textbooks. Then, with the introduction of each new unit, teachers could briefly discuss the jobs mentioned within that unit, exposing students to more variety in their career awareness level.
- At the end of each school year, a Career Fair that would involve students in grades 3 – 9 would be held. Students in 7<sup>th</sup> and 8<sup>th</sup> grade Life skills and 9<sup>th</sup> grade General Business would assist in the planning process, inviting representatives from each career cluster and job family to spend an afternoon explaining their job, the training required for their job, the tools of their trade, etc. Each job family would have an area where uniforms, tools of the trade, sample job tasks, etc. could be displayed. Also displayed at the Career Fair will be the various activities that every grade level has completed in their career guidance program (see examples further on in this guide). A sample schedule for the Career Fair is as follows:

12:30 – 1:00	Grade 9 tours the Career Fair
1:00 – 1:30	Grades 7 & 8 tour the Career Fair
1:30 – 2:15	Grades 5 & 6, in groups of 5-6 students tour the Fair with the help of 9 <sup>th</sup> graders



2:15 – 3:00

Grades 3 & 4, in groups of 5-6 students tour the Fair with the help of 7th & 8th graders

3:00 – 3:30

Public tour of the Career Fair and student activities

### PRIMARY (GRADES K – 2)

The focus of the career guidance program at this level will be to introduce students to various career families of occupations.

- MeToo Puppet Program and Activities (grades K – 1)
  - “I Wanna Be” and “Field Trip” videos (grade 2)
  - Career Crates: boxes containing equipment, tools, uniforms, tasks of specific jobs. These are explained further in the next section (grades K-2)
  - Activities from the South Dakota Comprehensive Guidance and Counseling Program Model:
    - ⇒ Hats of various trades coloring activity
    - ⇒ Tools of various trades matching activity
    - ⇒ Uniforms of various trades drawing activity
    - ⇒ “Jobs at School” brainstorming activity
    - ⇒ “When I Grow Up” brainstorming activity and discussion
- Completed activities will be shared with the class and the public via the Career Fair.

### MIDDLE ELEMENTARY (GRADES 3-4)

The focus of the program at this level will be to give students more awareness of job families and to introduce students to the concept of career clusters.

- ⇒ Activities from the Children’s Dictionary of Occupations
- ⇒ “I Wanna Be” and Field Trip” videos
- ⇒ Career Alphabet Book (grade 3): For each letter of the alphabet, groups of students brainstorm 2 or 3 jobs. They will then write descriptions of these jobs, and illustrate at least one job per letter. The completed book will be reproduced for each student to take home, and copies of their book will be placed in the primary grade classrooms. The public will also view the class book at the Career Fair.
- ⇒ Career Crates (grade 4): After much discussion about job families, students will assist the guidance department in the creation of boxes containing articles that describe that particular job: uniforms, tools, equipment, etc. These crates would then be loaned to the primary grades for their study and enjoyment. The public will also view the crates at the Career Fair.
- ⇒ Career Cluster Chart and Interview project (grade 4): After an introduction to the concept of career clusters, students will create

and illustrate a clusters chart. Then, students will interview a working adult about their chosen career. After this is complete, students will fit their interviewee's job into the appropriate cluster on their chart, adding 3-5 other jobs that fit into that cluster.

Charts will be viewed at the Career Fair.

⇒ Take Your Daughter/Son to Work Day (grade 4): This will be done on two consecutive days, with half of the class going with a parent on each day. Students will then do short oral reports about what they did and what they learned.

⇒ Activities from the South Dakota Comprehensive Guidance & Counseling Program Model:

Create memory games around job titles and the services they provide (grade 3)

Career Crossword puzzles (grade 4)

"A Job that Fits Me" questionnaire (grade 4)

### UPPER ELEMENTARY (GRADES 5-6)

The focus of the career program at this level will be to further the awareness of career clusters and to assist students in beginning the process of fitting their interests into a specific career cluster.

⇒ Activities from the Children's Dictionary of Occupations

⇒ "I Wanna Be" and "Field Trip" videos

⇒ Activities from the South Dakota Comprehensive Guidance & Counseling Program Model:

Interest inventory (grade 5);

Personal profile (grade 6);

⇒ Career Crates (grade 5) – explained earlier

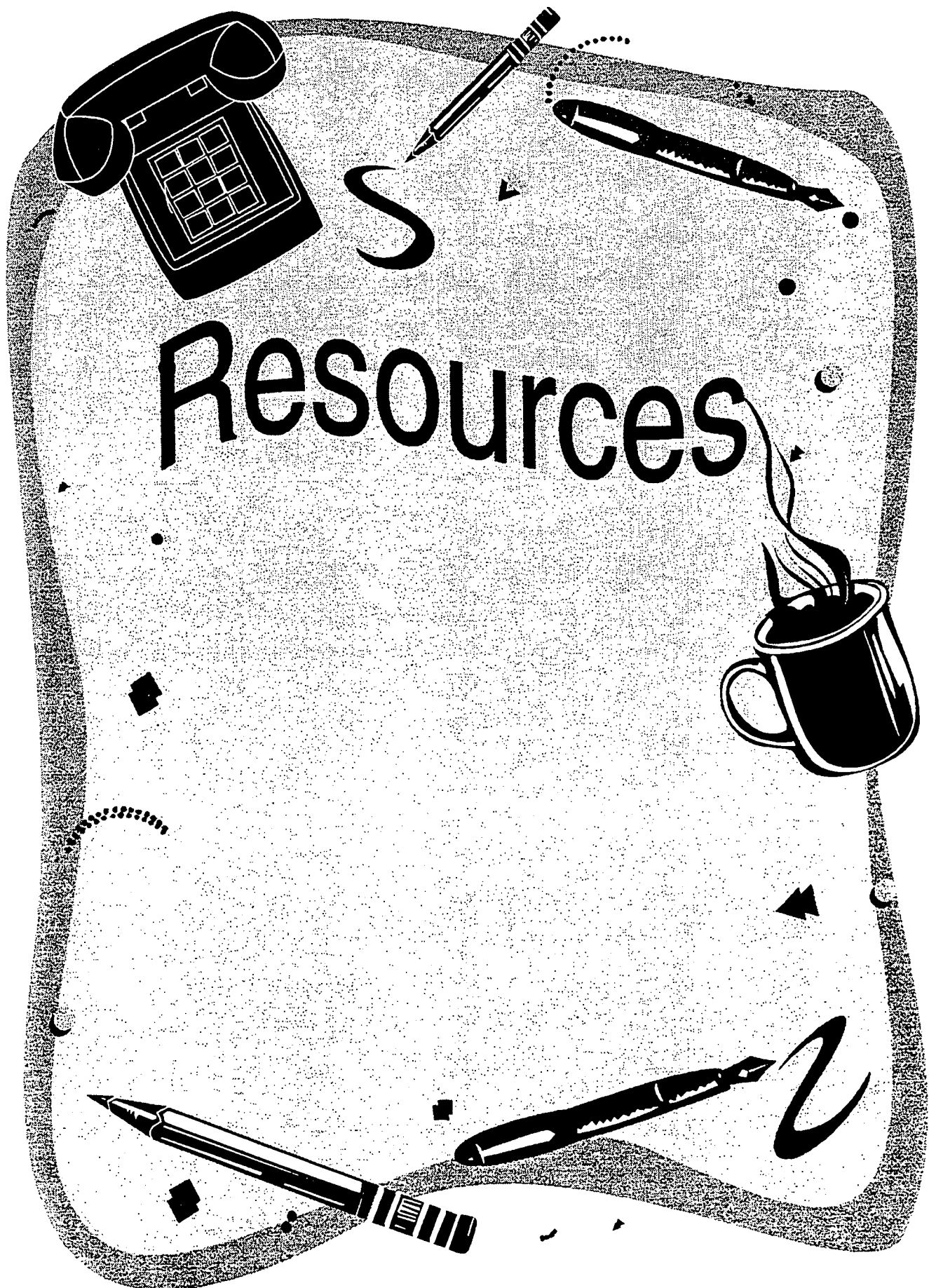
⇒ Career Books (grade 6): After much discussion about career choices, students will create a booklet about a chosen career. With the assistance of their parents, students will research this career for information about the job description, the training required for this job, average salary, job demand and security, etc. Booklets will be shared with the class and the public via the Career Fair.

⇒ Take Your Daughter/Son to Work Day (grade 5) – explained earlier

⇒ Job Shadowing (grade 6): Students will be assisted in choosing and asking a working adult in the community to allow them to shadow them in their place of work for one morning. Students will then report to their class about their experience.

⇒ The Real Game activities and lessons (grade 6)

The Junior High and High School Career Development Plans are still under construction. Expected completion date is August 1999.



SOCIAL SERVICE	
JOB FAMILIES AND SAMPLE JOBS	
T. General Health Care Nursing aides; dental assistants; licensed practical nurses; physical therapy assistants; registered nurses; dietitians; occupational therapists; physicians; speech pathologists.	
U. Education and Related Services Teacher aides; preschool teachers; athletic coaches; college teachers; counselors (guidance, career, etc.); elementary and secondary school teachers; special education teachers.	
V. Social and Government Services Security guards; recreation leaders; police officers; inspectors (health, safety, food, etc.); child welfare workers; home economists; rehabilitation counselors; sanitariums; social workers.	
W. Personal/Consumer Service Grocery baggers; bellhops; flight attendants (stewards, stewardesses); waiters and waitresses; cosmetologists (beauticians); barbers; butlers and maids.	

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BUSINESS CONTACT	
JOB FAMILIES AND SAMPLE JOBS	
A. Marketing and Sales Sales workers in stores; route drivers (milk, etc.); buyers; travel agents; sales workers who visit customers (real estate and insurance agents; stock brokers; farm products; office and medical supplies; sales workers)	
B. Management and Planning Store, motel, restaurant, and agribusiness managers; office supervisors; purchasing agents; managers in large businesses; recreation/parks managers; medical record administration; urban planners.	

BUSINESS OPERATIONS	
JOB FAMILIES AND SAMPLE JOBS	
C. Records and Communications Office, library, hotel, and postal clerks; receptionists; computer tape librarians; office, medical, and legal secretaries; court reporters.	
D. Financial Transactions Bookkeepers; accountants; grocery check-out clerks; bank tellers; ticket agents; insurance underwriters; financial analysts.	
E. Storage and Dispatching Shipping clerks; mail carriers; truck and cab dispatchers; air traffic controllers.	
F. Business Machine/Computer Operation Computer console, printer, etc. Operators; office machine operators; typists; word- processing equipment operators; statistical clerks.	

## CAREER CLUSTERS AND JOB FAMILIES

ARTS	
JOB FAMILIES AND SAMPLE JOBS	
Q. Applied Arts (Visual) Floral designers; merchandise displayers; commercial artists; fashion designers; photographers; interior designers; architects; landscape architects.	
R. Creative/Performing Arts Entertainers (comedians, etc.); actors/actresses; dancers; musicians; singers; composers; writers; art, music, etc. Teachers.	
S. Applied Arts (Written and Spoken) Advertising copywriters; disk jockeys; legal assistants; advertising account executives; interpreters/reporters; public relations workers; lawyers; librarians; technical writers.	

SCIENCE	
JOB FAMILIES AND SAMPLE JOBS	
M. Engineering/Other Technologies Engineers and engineering technicians; lab technicians; computer programmers and technicians; drafters; food technologists.	
N. Medical Specialties/Technologies Dental hygienists; EEG and EKG technicians; opticians; prosthetics technicians; X-ray technologists; dentists; pharmacists; veterinarians.	
O. Natural Sciences and Mathematics Astronomers; biologists; chemists; mathematicians; physicists; soil scientists.	
P. Social Sciences Marketing research analysts; anthropologists; economists; political scientists; psychologists.	

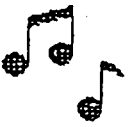
TECHNICAL	
JOB FAMILIES AND SAMPLE JOBS	
G. Vehicle Operation and Repair Bus, truck, and cab drivers; mechanics; forklift operators; airplane pilots; ship officers.	
H. Construction and Maintenance Carpenters; electricians; painters; bulldozer operators; building inspectors; custodians.	
I. Agriculture and Natural Resources Farmers; foresters; ranchers; landscape gardeners; tree surgeons; plant nursery workers.	
J. Crafts and Related Services Cook; meat cutters; bakers; shoe repairers; piano/organ tuners; tailors; jewelers.	
K. Home/Business Equipment Repair Repair of TV sets, appliances, typewriters, telephones, heating systems, photocopiers, etc.	
L. Industrial Equipment Operation and Repair Machinists; printers; welders; industrial machinery repairers; production painters; firefighters; machine operators.	

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# ARTISTIC



Artistic types are "creators". They have a preference for the arts, and enjoy using creativity and imagination. They are thing and idea oriented, liking to work with theories and/or insights. They may be described as:

- \*Complicated
- \*Expressive
- \*Imaginative
- \*Independent
- \*Intuitive
- \*Original

- \*Emotional
- \*Idealistic
- \*Impulsive
- \*Introspective
- \*Open

## 25 CAREER POSSIBILITIES

Music Director  
Newspaper Editor  
Landscape Designer  
Speech Therapist  
Interior Designer  
Art Teacher  
Composer  
Actor/Actress  
English Teacher  
Interpreter  
Reporter  
Clothes Designer  
Photo Journalist  
Architect  
Floral Design  
Illustrator  
Stage Director  
Book Editor  
Medical Technologist  
Merchandise Displayer  
Poet/Writer  
Set Designer  
Foreign Language Teacher  
Music Performance  
Artist

## RELATED MAJORS

Music  
Journalism  
Landscape Design  
Speech/Comm Disorders  
Interior Design  
Visual Art/Ed. Block  
Music  
Speech/Theater  
English/Ed. Block  
Foreign Language  
Journalism  
Textiles and Clothing  
Journalism  
Pre-Architecture  
Horticulture  
Visual Art  
Speech/Theater  
English  
Clinical Lab Tech  
Interior Design  
English  
Visual Art  
Foreign Lang/Ed Block  
Music  
Visual Art





# Enterprising



Enterprising types are "persuaders". They have a preference for business, leadership, management, and planning. They are people oriented and may deal with people as things. They may be described as:

- \*Acquisitive
- \*Agreeable
- \*Energetic
- \*Impulsive
- \*Pleasure-seeking
- \*Self-confident

- \*Adventurous
- \*Ambitious
- \*Extroverted
- \*Optimistic
- \*Popular
- \*Sociable

## 25 CAREER POSSIBILITIES

Lobbyist  
Advertising Manager  
Public Relations Rep  
Columnist/Commentator  
Field Supervisor/Seed Prod.  
Newscaster  
Broker/Market Operator-Grain  
Manager, Branch Store  
Electrical Engineer  
Mechanical Engineer  
Civil Engineer  
Electrical Engineering Tech  
Laboratory Supervisor  
Forest Nursery Supervisor  
Sales Manager  
Social Welfare Administrator  
Lawyer  
Fish Hatchery Manager  
Pharmaceutical Retailer  
Social Director  
Stockbroker  
Landscape Contractor  
Dairy Manager  
Real Estate Agent  
Insurance Sales Agent

## RELATED MAJORS

Political Science  
Journalism  
Communications  
Journalism  
Ag Economics  
Broadcast Journalism  
Ag Economics  
Business Economics  
Electrical Engineering  
Mechanical Engineering  
Civil Engineering  
Elect. Engineering Tech.  
Chemistry  
Forestry  
Business Economics  
Sociology  
Pre-Law  
Wildlife and Fisheries  
Pharmacy  
Public Recreation  
Economics  
Landscape Design  
Dairy Manufacturing  
Economics  
Economics



# Realistic



Realistic types are known as "doers". They have a preference for practical things and are concerned with immediate and tangible outcomes. Thing oriented, they often like the outdoors and enjoy working with their hands. They may be described as:

- \*Conforming
- \*Frank
- \*Genuine
- \*Honest
- \*Practical

- \*Humble
- \*Persistent
- \*Modest
- \*Natural
- \*Thrifty

## 25 CAREER POSSIBILITIES

- Medical Lab Tech
- Clinical Dietician
- Architectural Drafter
- Mechanical Engineer
- Animal Breeder or Trainer
- Optician
- Radio Station Operator
- Electronics-Research Engineer
- Landscape Gardener
- Seed Analyst
- Tool Designer
- Forest Engineer
- Wildlife Control Agent
- Biological Aide
- Display Maker
- Vocational Agriculture Teacher
- Biological Photographer
- Biomedical Equipment Technician
- Floral Designer
- Sound-Effects Technician
- Fish Hatchery Supervisor
- Livestock Yard Supervisor
- Construction Inspector
- Materials Engineer
- Tree Surgeon

## RELATED MAJORS

- Clinical Lab Tech
- Nutrition & Food Science
- Pre-Architecture
- Mechanical Engineering
- Animal Science
- Pre-Optometry
- Journalism or Speech
- Computer Science
- Horticulture/Landscape
- Agronomy/Plant Science
- Mechanical Engineering
- Civil Engineering
- Wildlife and Fisheries
- Biology
- Interior Design
- Agriculture Education
- Biology
- Clinical Lab Tech
- Horticulture
- Journalism
- Wildlife and Fisheries
- Agricultural Business
- Civil Engineering
- Mechanical Engineering
- Horticulture



# INVESTIGATIVE

Investigative types are "thinkers". They have a preference for facts, information, and scientific research activities. They are usually data and idea oriented, liking to work with numbers, words, ideas, theories and/or insights. They may be described as:

- \*Analytical
- \*Complex
- \*Independent
- \*Introverted
- \*Modest
- \*Rational

- \*Cautious
- \*Curious
- \*Intellectual
- \*Methodical
- \*Precise
- \*Reserved

## 25 CAREER POSSIBILITIES

Translator  
Zoologist  
Landscape Architect  
Market-Research Analyst  
Medical Technologist  
Pharmacist  
Editorial Assistant  
Highway-Administrative Engineer  
Land Surveying Manager  
Systems Analyst, Electronic Data  
Nurse, Supervisor, Occupational  
Sociologist  
Agricultural Engineer  
Chemist  
Dairy Scientist  
Fisheries Biologist  
Environmental Analyst  
Physicist  
Soil Conservationist  
Statistician  
Physician  
  
Experimental Psychologist  
Agronomist  
Ecologist  
Anthropologist  
Electronics Technician

## RELATED MAJORS

Foreign Language  
Zoology  
Landscape Design  
Ag Business or Economics  
Clinical Lab Tech  
Pharmacy  
English  
Engineering  
Civil Engineering  
Computer Science  
Nursing  
Sociology  
Agricultural Engineering  
Chemistry  
Dairy Science  
Wildlife and Fisheries  
Environmental Management  
Engineering Physics  
Soil or Plant Science  
Mathematics  
Biology, Chemistry  
(Pre-Med emphasis)  
Psychology  
Agronomy  
Wildlife and Fisheries  
Sociology  
Electronic Technology





# SOCIAL

Social types are "helpers". They have a preference for working and communicating with people. They are people oriented and enjoy helping and assisting others. They may be described as:

- \*Convincing
- \*Cooperative
- \*Friendly
- \*Generous
- \*Warm
- \*Tactful
- \*Understanding

- \*Idealistic
- \*Sympathetic
- \*Patient
- \*Helpful
- \*Kind
- \*Responsible

## 25 CAREER POSSIBILITIES

Speech Therapist  
Elementary School Teacher  
Occupational Therapist  
Recreation Leader/Supervisor  
Wellness Director  
Nurse, R.N.  
Physical Therapist  
Clinical Psychologist  
Child Care Specialist  
Family Caseworker  
Government Official  
Parole Officer  
School Psychologist  
Lawyer  
Personnel Director  
Athletic Trainer  
Nursery School Attendant  
Food Service Manager  
Dept. Store Manager  
Director of Consumer Affairs  
Secondary Education Teacher  
Minister/Priest/Rabbi  
Home Economist  
Newspaper Editor  
Television Reporter

## RELATED MAJORS

Speech/Comm Disorders  
Human Dev/Child & Family  
Pre-Occ. Therapy  
Public Recreation  
Health, Physical Ed & Rec  
Nursing  
Pre-Physical Therapy  
Psychology  
Human Dev/Child & Family  
Sociology  
Political Science  
Sociology/Crim Justice  
Psychology  
Pre-Law  
Sociology/Personnel  
Athletic Training  
Human Dev/Child & Family  
Restaurant Management  
Economics  
Economics  
Subject/Ed. Block  
Pre-Ministerial  
General Home Economics  
Journalism  
Speech/Broadcast Journ



# Conventional

Conventional types are known as "organizers". These people like to work with details and be organized. Preference for detailed, routine, scheduled work. They are data oriented and usually enjoy working with numbers, words and/or ideas. They may be described as:

- \*Conscientious
- \*Efficient
- \*Orderly
- \*Practical

- \*Careful
- \*Obedient
- \*Persistent
- \*Thrifty

## 25 CAREER POSSIBILITIES

- Photojournalist
- Abstractor
- Financial Analyst
- Landscape Architect
- Programmer, Information Systems
- Account Executive
- Bibliographer
- Business Teacher
- News Editor
- IRS Agent
- Patent Agent
- Internal Affairs Investigator
- Court Clerk
- Budget Analyst
- Congressional-District Aid
- Grain Elevator Manager
- Computer Operator
- Cytotechnologist
- Tissue Technologist
- Elec. Accessories Assembler
- General-Ledger Bookkeeper
- Library Assistant
- Personnel Services Manager
- Underwriter
- Health Inspector

## RELATED MAJORS

- Journalism
- Pre-Law
- Economics
- Landscape Design
- Computer Science
- Economics
- English
- Business Economics
- Journalism
- Economics
- Pre-law
- Criminal Justice
- Criminal Justice
- Economics
- Political Science
- Ag Economics
- Computer Science
- Biology
- Biology
- Electronic Tech
- Economics
- English
- Business Economics
- Economics
- Health Science

## **National Career Development Guidelines Competencies and Indicators — Elementary School**

The competencies and indicators represent the knowledge, skills, and abilities individuals need to acquire, at a particular age level, in order to effectively manage their lifelong career development tasks. The presentation of the competencies, followed by indicators, does not imply a sequential order for delivery but is an inclusive listing of elements important in a student's career development.

### **Self-Knowledge**

#### **COMPETENCY I: Knowledge of the importance of a positive self-concept.**

1. Describe positive characteristics about self as seen by self and others.
2. Identify how behaviors affect school and family situations.
3. Describe how behavior influences the feelings and actions of others.
4. Demonstrate a positive attitude about self.
5. Identify personal interests, abilities, strengths, and weaknesses.
6. Describe ways to meet personal needs through work.

#### **COMPETENCY II: Skills to interact positively with others.**

1. Identify how people are unique.
2. Demonstrate effective skills for interacting with others.
3. Demonstrate skills in resolving conflicts with peers and adults.
4. Demonstrate group membership skills.
5. Identify sources and effects of peer pressure.
6. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
7. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

#### **COMPETENCY III: Awareness of the importance of growth and change.**

1. Identify personal feelings.
2. Identify ways to express feelings.
3. Describe causes of stress.
4. Identify and select appropriate behaviors to deal with specific emotional situations.
5. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
6. Demonstrate knowledge of good health habits.

### **Educational and Occupational Exploration**

#### **COMPETENCY IV: Awareness of the benefits of educational achievement.**

1. Describe how academic skills can be used in the home, workplace, and community.
2. Identify personal strengths and weaknesses in subject areas.
3. Identify academic skills needed in several occupational groups.
4. Describe relationships among ability, effort and achievement.
5. Implement a plan of action for improving academic skills.
6. Describe school tasks that are similar to skills essential for job success.
7. Describe how the amount of education needed for different occupational levels varies.

**COMPETENCY V: Awareness of the relationship between work and learning.**

1. Identify different types of work, both paid and unpaid.
2. Describe the importance of preparing for one's career.
3. Demonstrate effective study and information-seeking habits.
4. Demonstrate an understanding of the importance of practice, effort, and learning.
5. Describe how current learning relates to work.
6. Describe how one's role as a student is like that of an adult worker.

**COMPETENCY VI: Skills to understand and use career information.**

1. Describe work of family members, school personnel, and community workers.
2. Identify occupations according to data, people and things.
3. Identify work activities of interest to the student.
4. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
5. Describe jobs that are present in the local community.
6. Identify the working conditions of occupations (e.g., inside/outside, hazardous).
7. Describe way in which self-employment differs from working for others.
8. Describe how parents, relatives, adult friends, and neighbors can provide career information.

**COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.**

1. Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
2. Demonstrate positive ways of performing working activities.
3. Describe the importance of cooperation among workers to accomplish a task.
4. Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender, people with disabilities).

**COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.**

1. Describe how work can satisfy personal needs.
2. Describe the products and services of local employers.
3. Describe ways in which work can help overcome social and economic problems.

**Career Planning**

**COMPETENCY IX: Understanding how to make decisions.**

1. Describe how choices are made.
2. Describe what can be learned from making mistakes.
3. Identify and assess problems that interfere with attaining goals.
4. Identify strategies used in solving problems.
5. Identify alternatives in decision making situations.
6. Describe how personal beliefs and attitudes effect decision making.
7. Describe how decisions affect self and others.

**COMPETENCY X: Awareness of the interrelationship of life roles.**

1. Describe the various roles an individual may have (e.g., friend, student, worker, family member).
2. Describe work-related activities in the home, community and school.
3. Describe how family members depend on one another, work together and share responsibilities.
4. Describe how work roles complement family roles.

**COMPETENCY XI: Awareness of different occupations and changing male/female roles.**

1. Describe how work is important to all people.
2. Describe the changing life roles of men and women in work and family.
3. Describe how contributions of individuals both inside and outside the home are important.

**COMPETENCY XII: Awareness of the career planning process.**

1. Describe the importance of planning.
2. Describe skills needed in a variety of occupational groups.
3. Develop an individual career plan for the elementary school level.

## **National Career Development Guidelines Competencies and Indicators — Middle School**

The competencies and indicators represent the knowledge, skills, and abilities individuals need to acquire, at a particular age level, in order to effectively manage their lifelong career development tasks. The presentation of the competencies, followed by indicators, does not imply a sequential order for delivery but is an inclusive listing of elements important in a student's career development.

### **Self-Knowledge**

#### **COMPETENCY I: Knowledge of the influence of a positive self-concept.**

1. Describe personal likes and dislikes.
2. Describe individual skills required to fulfill different life roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitudes, behaviors, and aptitudes.

#### **COMPETENCY II: Skills to interact positively with others.**

1. Demonstrate respect for the feelings and beliefs of others.
2. Demonstrate an appreciation for the similarities and differences among people.
3. Demonstrate tolerance and flexibility in interpersonal and group situations.
4. Demonstrate effective skills in responding to criticism.
5. Demonstrate effective group membership skills.
6. Demonstrate effective social skills.
7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

#### **COMPETENCY III: Knowledge of the importance of growth and change.**

1. Identify feelings associated with significant experiences.
2. Identify internal and external sources of stress.
3. Demonstrate ways of responding to others when under stress.
4. Describe changes that occur in the physical, psychological, social and emotional development of an individual.
5. Describe physiological and psychological factors as they relate to career development.
6. Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

### **Educational and Occupational Exploration**

#### **COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.**

1. Describe the importance of academic and occupational skills in the work world.
2. Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.
3. Describe individual strengths and weaknesses in school subjects.
4. Describe a plan of action for increasing basic educational skills.
5. Describe the skills needed to adjust to changing occupational requirements.
6. Describe how continued learning enhances the ability to achieve goals.

7. Describe how skills relate to the selection of high school courses of study.
8. Describe how aptitudes and abilities relate to broad occupational groups.

**COMPETENCY V: Understanding the relationship between work and learning.**

1. Demonstrate effective learning habits and skills.
2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.
3. Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

**COMPETENCY VI: Skills to locate, understand, and use career information.**

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Demonstrate skills in using school, community, and technology resources to learn about occupational groups.
4. Identify sources to obtain information about occupational groups including self employment.
5. Identify skills that are transferable from one occupation to another.
6. Identify sources of employment in the community.

**COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.**

1. Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
2. Describe terms and concepts used in describing employment opportunities and conditions.
3. Demonstrate skills to complete a job application.
4. Demonstrate skills and attitudes essential for a job interview.

**COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.**

1. Describe the importance of work to society.
2. Describe the relationship between work and economic and societal needs.
3. Describe the economic contributions workers make to society.
4. Describe the effects that societal, economic, and technological change have on occupations.

## **Career Planning**

**COMPETENCY IX: Skills to make decisions.**

1. Describe personal beliefs and attitudes.
2. Describe how career development is a continuous process with series of choices.
3. Identify possible outcomes of decisions.
4. Describe school courses related to personal, educational and occupational interests.
5. Describe how the expectations of others affect career planning.
6. Identify ways in which decisions about education and work relate to other major life decisions.
7. Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
8. Identify the requirements for secondary and postsecondary programs.

**COMPETENCY X: Knowledge of the interrelationship of life roles.**

1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
2. Identify how work roles at home satisfy needs of the family.



3. Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
4. Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
5. Describe advantages and disadvantages of various life role options.
6. Describe the interrelationships among family, work, and leisure decisions.

**COMPETENCY XI: Knowledge of different occupations and changing male/female roles.**

1. Describe advantages and problems of entering nontraditional occupations.
2. Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

**COMPETENCY XII: Understanding the process of career planning.**

1. Demonstrate knowledge of exploratory processes and programs.
2. Identify school courses that meet tentative career goals.
3. Demonstrate knowledge of academic and school-to-work transition opportunities offered at the high school level.
4. Describe skills needed in a variety of occupations, including self-employment.
5. Identify strategies for managing personal resources (e.g., talents, time, and money) to achieve tentative career goals.
6. Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.



# **NATIONAL CAREER DEVELOPMENT GUIDELINES**

## **Competencies and Indicators — High School**

The competencies and indicators represent the knowledge, skills, and abilities individuals need to acquire, at a particular age level, in order to effectively manage their lifelong career development tasks. The presentation of the competencies, followed by indicators, does not imply a sequential order for delivery but is an inclusive listing of elements important in a student's career development.

### **Self-Knowledge**

#### **COMPETENCY I: Understanding the influence of a positive self-concept.**

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate the ability to use peer feedback.
3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
4. Demonstrate an understanding of environmental influences on one's behaviors.
5. Demonstrate an understanding of the relationship between personal behavior and self-concept.

#### **COMPETENCY II: Skills to interact positively with others.**

1. Demonstrate effective interpersonal skills.
2. Demonstrate interpersonal skills required for working with and for others.
3. Describe appropriate employer and employee interactions in various situations.
4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

#### **COMPETENCY III: Understanding the impact of growth and development.**

1. Describe how developmental changes affect physical and mental health.
2. Describe the effect of emotional and physical health on career decisions.
3. Describe healthy ways of dealing with stress.
4. Demonstrate behaviors that maintain physical and mental health.

### **Educational and Occupational Exploration**

#### **COMPETENCY IV: Understanding the relationship between educational achievement and career planning.**

1. Demonstrate how to apply academic and occupational skills to achieve personal goals.
2. Describe the relationship of academic and occupational skills to personal interests.
3. Describe how skills developed in academic and occupational programs relate to career goals.
4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
5. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
6. Describe how learning skills are required in the work place.

**COMPETENCY V: Understanding the need for positive attitudes toward work and learning.**

1. Identify the positive contributions workers make to society.
2. Demonstrate knowledge of the social significance of various occupations.
3. Demonstrate a positive attitude toward work.
4. Demonstrate learning habits and skills that can be used in various educational situations.
5. Demonstrate positive work attitudes and behaviors.

**COMPETENCY VI: Skills to locate, evaluate and interpret career information.**

1. Describe the educational requirements of various occupations.
2. Demonstrate use of a range of resources (e.g. handbooks, career materials, labor market information, and computerized career information delivery systems).
3. Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g. Dictionary of Occupational Titles).
4. Describe the concept of career ladders.
5. Describe the advantages and disadvantages of self-employment as a career option.  
Identify individuals in selected occupations as possible information resources, role models, or mentors.
6. Describe the influence of change in supply and demand for workers in different occupations.
7. Identify how employment trends relate to education and training.
8. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

**COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.**

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
2. Demonstrate academic or occupational skills required for a full or part-time job.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Demonstrate skills in preparing a resume and completing job applications.
5. Identify specific job openings.
6. Demonstrate employability skills necessary to obtain and maintain jobs.
7. Demonstrate skills to assess occupational opportunities (e.g. working conditions, benefits, and for change).
8. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
9. Demonstrate an understanding that job opportunities often require relocation.
10. Demonstrate skills necessary to function as a consumer and manage financial resources.

**COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.**

1. Describe the effect of work on lifestyles.
2. Describe how society's needs and functions affect the supply of goods and services.
3. Describe how occupational and industrial trends relate to training and employment.
4. Demonstrate an understanding of the global economy and how it affects each individual.

## **Career Planning**

### **COMPETENCY IX: Skills to make decisions.**

1. Demonstrate responsibility for making tentative educational and occupational choices.
2. Identify alternatives in given decision making situations.
3. Describe skills/aptitudes needed to qualify for desired postsecondary education/training.
4. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
5. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
6. Identify steps to apply for and secure financial assistance for postsecondary education and training.

### **COMPETENCY X: Understanding the interrelationship of life roles.**

1. Demonstrate knowledge of life stages.
2. Describe factors that determine lifestyles (e.g. socioeconomic status, culture, values, occupational choices, work habits).
3. Describe ways in which occupational choices may affect lifestyle.
4. Describe the contribution of work to a balanced and productive life.
5. Describe ways in which work, family, and leisure roles are interrelated.
6. Describe different career patterns and their potential effect on family patterns and lifestyle.
7. Describe the importance of leisure activities.
8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

### **COMPETENCY XI: Understanding the continuous changes in male/female roles.**

1. Identify factors that have influenced the changing career patterns of women and men.
2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
4. Identify courses appropriate to tentative occupational choices.
5. Describe the advantages and problems of nontraditional occupations.

### **COMPETENCY XII: Skills in career planning.**

1. Describe career plans that reflect the importance of lifelong learning.
2. Demonstrate knowledge of postsecondary occupational and academic programs.
3. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
4. Describe school and community resources to explore educational and occupational choices.
5. Describe the costs and benefits of self-employment.
6. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or school-to-work transition programs.
7. Demonstrate skills necessary to compare education and job opportunities.
8. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

# SCANS

## (THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS)

### WORKPLACE KNOW-HOW

#### COMPETENCIES - Effective workers can productively use:

- ⇒ **RESOURCES** - allocating time, money, materials, space, and staff;
- ⇒ **INTERPERSONAL SKILLS** - working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- ⇒ **INFORMATION** - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- ⇒ **SYSTEMS** - understanding social, organization, and technological systems, monitoring and correcting performance, and designing or improving systems;
- ⇒ **TECHNOLOGY** - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

#### THE FOUNDATION - Competence requires:

- ⇒ **BASIC SKILLS** - reading, writing, arithmetic and mathematics, speaking, and listening;
- ⇒ **THINKING SKILLS** - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- ⇒ **PERSONAL QUALITIES** - individual responsibility, self-esteem, sociability, self-management, and integrity.

The SCANS Report, 1991



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